

Programme Specification

BA (Hons) Education, SEN and Mental Health

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| <i>School:</i> | Education, Language and Psychology |
| <i>Subject area:</i> | Children, Young People and Education |
| <i>Entry from academic year:</i> | 2023-24 |
| <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 |
| <i>Programme/s accredited by:</i> | N/A |
| <i>Exit awards:</i> | Certificate of Higher Education Education, SEN and Mental Health Diploma of Higher Education Education, SEN and Mental Health BA (Ord) Education, SEN and Mental Health |
| <i>UCAS code / GTTR / other:</i> | |
| <i>Joint Honours combinations:</i> | N/A |
| <i>QAA subject benchmark statement(s):</i> | Education Studies (2019) |
| <i>Mode/s of study:</i> | Undergraduate periods of study ¹ for full time |
| <i>Language of study:</i> | English |
| <i>Paired with Foundation Year</i> | Yes |
| <i>Study abroad opportunities:</i> | Yes, optional one semester abroad at level 5 |
| <i>Opt-in YSJU Placement Year opportunity:</i> | Yes |

Introduction and special features

BA (Hons) Education, SEN and Mental Health is designed for people who want to work with young people up to the age of 24 in an educational setting. There is particular focus on people with special educational needs and those who are under-represented or discriminated against in education or society.

At York St John University we offer three programmes related to children and young people in education or social care settings. On the BA (Hons) Education, SEN and Mental Health programme you will benefit from studying alongside students on the BA (Hons) Children, Young People and Society and BA (Hons) Early Years Education and Care programmes on some modules. This prepares you for the professional world where people who work with children and young people frequently work together through multi-agency collaboration.

Through the shared modules at level 4 you will learn about the development of children and young people, focussing particularly on transitions as key moments in children and young people's lives. You will study child protection and safeguarding requirements. And you will explore how specific groups of learners may be labelled and stereotyped, leading to marginalisation and exclusion. At level 5, you will consider the potential causes of poor mental health and the impact of issues such as disability, socio-economic status and abuse on development and education. You will consider different philosophical perspectives, value

¹ The standard period of study will apply unless otherwise stated

positions and educational ideologies that have been used to explain approaches to education and the viewpoints of childhood. And you will investigate factors which influence children and young peoples' outcomes and cause social division, critiquing concepts of inclusion and diversity. Finally, at level 6 you will learn about the impact of trauma on children and young people and discuss strategies for offering trauma-informed practice.

In addition, you will have the opportunity to study specialist modules that are only offered on our BA (Hons) Education, SEN and Mental Health programme. At level 4 you will study the psychology of learning and education, considering how children create, develop, understand, retain and retrieve knowledge. At level 5 you will explore the concept of neurodiversity and its implications for inclusive practice, investigating some of the cognitive, social and communication differences experienced by autistic learners and those with specific learning difficulties (SpLD) including dyslexia and dyspraxia; speech, language & communication difficulties; and behaviour, mental health and emotional needs. At level 6 you will consider contemporary topics and issues surrounding the role of technology in educational contexts. And you will discuss contentious issues which relate to SEN and disability; controversial topics such as prenatal screening and diagnosis, sexual relationships, and employment discrimination.

Our modules draw on our research expertise. Current members of the academic staff team are researching a range of topics including: the development and promotion of positive technology practices among children and young people; the application of personalised technologies in promoting inclusion in educational settings; young people's voice in youth work; parental engagement in primary school; education under lockdown; the development of young children's reflective skills, metacognitive knowledge and self-regulation; transitions from higher education to employment for adults on the autism spectrum; autism knowledge in schools; mental health of parents and pre-school age children in deprived areas; and communities of practice in families of children with disabilities.

Our modules also draw on our professional experience. Current members of the academic staff team have experience in a wide range of education and social care roles including: manager of a pre-school; manager of a children's centre; Lead Practitioner for the Local Authority; Inclusion manager/SENDCo; Primary School headteacher; Primary School safeguarding lead; Secondary School teacher; Specialist School teacher; and Youth and Community worker. Our professional expertise allows students to observe how we draw on our values and philosophical approach, not just through the content of the modules, but in how they are delivered. In this way, our academic staff team act as role models of effective, caring professionals.

As a student on this programme, you will benefit from volunteering or placement opportunities at York St John University's Clarence Street Centre. The Clarence Street Communities Centre is a multidisciplinary centre providing services led by academics across counselling, psychology, and children, young people and education. It is a safe and inclusive space open to staff, students, and members of the public of all ages. It offers a portal through which an adult mental health centre, a family centre and a sensory garden can be accessed. Volunteering or work-experience opportunities in the Clarence Street Communities Centre may include supporting parents or families in group settings, providing age-appropriate childcare to parents when they are participating in therapy, running community events, and involvement in administrative support to the Centre. More information about the Clarence Street Communities Centre will soon be available on the University website (www.yorksj.ac.uk).

This programme is ideal if you are considering a career as a SENCO in a school. You will be well placed to progress onto a Primary Education PGCE and National Award for SEN Coordination, both of which are offered at York St John University. With its emphasis on social justice and welfare, the programme also gives you the skills you need for a graduate career in family support work, youth and community work, housing, local government, the police, government social research, educational roles such as tutoring, careers advice and pastoral or support work, and roles in the charity sector such as a practitioner, administrator, researcher or manager.

Special features:

- Take specialist modules such as: psychology of learning and education; neurodiversity and learning; digital learning – friend or foe?; and critical debates in SEN and disability.
- Benefit from shared modules with the related programmes BA (Hons) Children, Young People and Society and BA (Hons) Early Years Education and Care. This prepares you for the professional world where people who work with children and young people in education and social care settings frequently work together through multi-agency collaboration.
- Gain 105 hours of work experience through the Placement module.
- Develop your academic and professional literacies, such as communication and teamwork, critical reading and writing, and data collection and analysis, through a combination of embedded skills modules and one-to-one support.
- Explore prioritised reading lists online which extend beyond textbooks and journal articles to include voices which are marginalised in the traditional academic literature: novels, memoirs, documentaries, open access books, theses from the Global South, professional documentation and legislation.

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 [Recognition of prior learning \(RPL\)](#). We also consider applications for entry with advanced standing.

Programme aims

By the end of the programme, you will have knowledge and experience relevant to working with children and young people in an educational setting, with particular focus on special educational needs and those who are under-represented or discriminated against in education or society. You will have broad understanding of the needs of children and young people in a wide range of education and social care settings which you will be able to make use of in multi-agency collaboration. You will have transferable skills such as communication, teamwork, critical reading and writing, and data collection and analysis.

Programme learning outcomes

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

Level 4

- 4.1 Source, interpret and summarise academic literature and professional documentation
- 4.2 Outline and discuss significant theories, practices and policies relevant to education and inclusion
- 4.3 Express and discuss core values and philosophies relevant to education and inclusion
- 4.4 Construct a coherent argument and communicate your ideas clearly, in writing or orally, adopting appropriate referencing conventions
- 4.5 Work independently and/or collaboratively, reflecting on your learning
- 4.6 Evaluate digital information and use technology appropriately

Level 5

- 5.1 Demonstrate an understanding of the research life cycle, evaluating and selecting appropriate research strategies
- 5.2 Analyse a range of theories, practices and policies relevant to education and inclusion

- 5.3 Apply core values and philosophies to practice, with particular focus on learning, neurodivergent learning and/or inclusion
- 5.4 Communicate professionally, in writing or orally, evidencing arguments with correctly referenced, appropriate sources
- 5.5 Work independently and/or collaboratively in a professional manner, reflecting on your learning and practice
- 5.6 Research and evaluate digital information and use technology confidently in your learning and practice

Level 6

- 6.1 Design and carry out an independent research study, presenting and critically analysing data
- 6.2 Critically analyse and synthesize a wide range of theories, practices and policies relevant to education and inclusion
- 6.3 Critically analyse a range of values, ethics and philosophies relevant to contemporary topics in education and inclusion
- 6.4 Construct convincing evidence-based arguments, communicated with clarity and confidence in writing or orally
- 6.5 Work independently and/or collaboratively, demonstrating a sensitivity to context, critically reflecting on your knowledge and skills
- 6.6 Research and critically evaluate digital information and engage professionally with technology

Programme structure

| Code | Level | Semester | Title | Credits | Module status | |
|----------|-------|----------|--|---------|--------------------------------|---|
| | | | | | Compulsory (C) or optional (O) | non-compensatable (NC) or compensatable (X) |
| CYE4001M | 4 | 1 | Academic and professional literacies | 20 | C | X |
| CYE4002M | 4 | 1 | Child development | 20 | C | X |
| CYE4004M | 4 | 1 | Protection and safeguarding in context | 20 | C | X |
| CYE4006M | 4 | 2 | Effective communication and teamwork | 20 | C | X |
| CYE4007M | 4 | 2 | Psychology of learning and education | 20 | C | X |
| CYE4008M | 4 | 2 | Special educational needs and inclusion | 20 | C | X |
| | | | | | | |
| CYE5002M | 5 | 1 | Mental health and wellbeing | 20 | C | X |
| CYE5003M | 5 | 1 | Neurodiversity and learning | 20 | C | X |
| CYE5004M | 5 | 1 | Social divisions, inequities and inclusion | 20 | C | X |
| CYE5007M | 5 | 2 | Learning as a researcher | 20 | C | X |
| CYE5008M | 5 | 2 | Learning in practice | 20 | C | X |
| CYE5009M | 5 | 2 | Questioning the purpose: Philosophies of childhood, family and education | 20 | C | X |
| | | | | | | |
| CYE6011M | 6 | 1 | Inclusive Physical Practices | 20 | C | X |
| CYE6001M | 6 | 1 | Contemporary issues: local, national, global | 20 | O | X |
| CYE6004M | 6 | 1 | Inclusive practice: local, national, global | 20 | O | X |
| CYE6006M | 6 | 2 | Critical debates in SEN and disability | 20 | C | X |
| CYE6009M | 6 | 2 | Trauma-informed practice | 20 | C | X |
| CYE6010M | 6 | 1&2 | Dissertation | 40 | C | NC |

Please note that not all options may be available every year as they depend on student demand and staff availability.

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.

Learning, teaching and assessment

You will take three 20-credit modules each semester. Each 20-credit module normally has up to three hours a week of contact time. This is made up of a combination of larger-group lectures and smaller-group seminars or workshops, depending on the module. In addition, you are offered up to 30 minutes of tutorial time per module per semester to provide you with one-to-one feedback and advice. Some modules follow a different delivery pattern, for example the level 5 Learning in Practice module, where you will carry out 105 hours of work experience, supported by a smaller number of taught hours, and the level 6 Dissertation, where you will have six-hours of one-to-one or group supervision.

Each 20-credit module requires around 200-hours of study. In addition to the contact time, you therefore also study independently. This includes reading, communicated via prioritised reading lists on Moodle, our virtual learning platform. Readings are usually available as ebooks or online chapters. We have resources which extend beyond textbooks and journal articles to include voices which are marginalised in the traditional academic literature: novels, memoirs, documentaries, open access books and theses from the Global South. Your independent study also includes preparation for taught sessions, either individually or in groups, following materials and activities that are provided on Moodle. Lastly, you will prepare for assessments. Assessment types vary across modules and include essays, presentations, blog posts, case studies, creative/digital artefacts, posters, portfolios and vivas. There are no exams on this programme.

Academic and professional literacies are embedded in the programme design. The level 4 Academic and Professional Literacies module covers critical reading, writing and thinking skills which underpin all university study, as well as introducing you to the range of roles and settings where professionals work with children and young people. Also at level 4 you take a module on Effective Communication and Teamwork which equips you with skills not only for your studies but also for the workplace. It focuses particularly on communication with children, young people and families. At level 5, you will be supported to secure 105-hours of relevant work experience as part of the Learning in Practice module, which develops your reflective and professional skills. Also at level 5, the Learning as a Researcher module provides you with fundamental skills for conducting rigorous academic research – skills such as collecting and analysing data and writing formal research reports which both equip you for your level 6 Dissertation and are valued by employers.

While on the programme you will have access to multiple sources of support. As well as the tutorial time described above, support is offered by central services on study skills such as finding resources, referencing, critical thinking, critical writing, time management, planning assignments, proofreading and presentation skills. Central services also offer support in wellbeing, careers and digital training. In addition, you will be assigned a member of academic staff as your academic tutor to support you through your 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 and values](#)
- [University 2026 Strategy](#)
- [QAA subject benchmark statements](#)
- [Frameworks for Higher Education Qualifications](#)

Date written / revised:

Programme originally approved: