Programme Specification

With effect from: September 2024

A programme specification is the definitive record of your programme of study at the University. It sets out the aims, learning outcomes, and indicative content of the programme. You should read this programme specification alongside the relevant module descriptors and the University's Taught Programme Academic Regulations.

This specification only applies to the delivery of the programme indicated below. The details in this specification are subject to change through the modifications or periodic review processes.

1 Programme name and award

This programme specification relates to the following award(s)
BA (Hons) Education, Mental Health and SEND BA (Hons) Education, Mental Health and SEND with Foundation Year in Childhood and Education

2 Aims of the programme

Rationale and general aims, including what is special about this programme
The programme is a unique vocationally focused, inclusive education programme with two central themes: Mental Health, and SEND in Children and Young People which you will examine and explore each year. You will be taught by leading experts in the field of Mental Health and Special Educational Needs and Disability Practice who have established careers in the forefront of the sector. You will study a progressive curriculum of modules which are at the heart of the discipline of inclusive practice in settings and related sectors linked to Mental Health such as Trauma Informed and Responsive Practice on a programme which embeds race equity, social justice and diversity and recognises the challenges marginalised communities face today. You will have the ability to enhance your professional skills through the inclusion of work based professional qualifications and CPD which employers recognise and respect. The exact micro-credential qualifications will flexible and change each year based on employer and student need. These would be embedded within modules such as the placement focussed modules at Level 4 and Level 5 and the Professional Learning Through Work module at Level 6, although they are optional and it would not be required for students to undertake or pass these to pass the module. You might choose as to whether to include artefacts from these within a portfolio assessment where appropriate, giving the flexibility and choice to you in your learning and assessment. These are not integral to the programme but will enhance your profile and employability portfolio on graduation. It is intended that through the achievement of qualifications added to your degree programme will allow you to access various specialist settings after you graduate and continue your journey into an exciting and ever-changing sector of inclusive education, health and social care. The aims of the programme are to:

- Develop understanding, through critical reflections and debates, of the differing theoretical perspectives within inclusive education, specifically through examination of mental health and special education needs and disabilities contexts.
- Develop knowledge and understanding of the current legislative frameworks and how they support inclusive educational practices.
- Develop knowledge and understanding of children and young people's development needs within the context of inclusive education.
- Understand and apply practices that promote inclusive education, with a focus on the challenges experienced within marginalised communities.

Enable use of subject specific knowledge to research and evaluate the impact, outcomes and solutions to contemporary challenges when in working within inclusive education.

3 Level Learning Outcomes and Attributes and Skills <u>or</u> Employability Outcomes

Learning outcomes are expressed in terms of:

- Knowledge and understanding (K)
- Intellectual / cognitive / 'thinking' skills (I)
- Practical skills specific to the subject (P)
- Attributes and Skills (undergraduate) (AS) <u>or</u> Employability skills (postgraduate) (E)

We design assessment tasks to enable you to demonstrate the Level Learning Outcomes and relevant Employability Outcomes for your level of study. To a greater or lesser extent, all Level Learning Outcomes at each level of your study are embedded in the assessment task(s) at that level. This means we can take a more integrated view of your overall performance at a level.

To progress to the next level, or to receive an award, you will need to satisfy the Level Learning Outcomes below and relevant Attributes and Skills Outcomes (UG) or Employability Outcomes (PG) and achieve credit as per the Taught Programme Academic Regulations.

Level Learning Outcomes

Level 4	
K1	Outline current legislation, approaches and practice to support the development of provision in SEND
K2	Examine the factors that impact children's learning and development
K3	Evaluate a holistic approach to supporting children's adverse experiences
K4	Identify and evaluate key theories that support contemporary understanding of mental health
K5	Identify signs and indicators of abuse and the processes used by professional to report concerns
K6	Understand local and national legal and policy frameworks, including professional responsibilities in protecting and safeguarding children
K7	Demonstrate relevant academic skills when presenting theory and learning.
I1	Produce artifacts that demonstrate best practice in SEND working methods
I2	Demonstrate skills of reflective practice needed to work in special educational needs and inclusion support settings.
I3	Identify and compare key theoretical approaches to supporting children's development.
I4	Determine key factors that influence and impact children's positive mental health
I5	Consider the professional approaches used to support positive mental health and enabling environment.
I6	Distinguish effective ways of working across different agencies through collaboration, including working with parents and carers, to promote the safety and protection of children
I7	Assess own skills and reflect on them as required for self development and professional practice
Level 5	

K8	Demonstrate in-depth of knowledge and understanding of contemporary educational issues using research to explain and justify a proposed reform to educational policy and practice
K9	Understand the relationship between research, policy and practice.
K10	Evaluate the impact of inequalities within practice and services for children
K11	Evaluate the potential usefulness of various research methodologies for exploring specific research questions, and research designs.
K12	Create and justify a research proposal, including research design, aims and ethical considerations
K13	Evaluate practical approaches to professional development and ongoing reflection
I8	Critically evaluate contemporary challenges in education which impact on vulnerable children, families and communities
I9	Debate the purpose and function of educational systems and structures.
I10	Understand and distinguish appropriate responses in practice to children and young people with experiences of trauma and adversity
I11	Evaluate individual and organizational approaches and models to trauma informed practice
I12	Critically reflect on key theoretical perspectives, concepts, research, and debates associated with inclusion, diversity, social justice, exclusion, mental health and/ or (in)equities.
I13	Critically review strategies available to practitioners that aim to reduce inequalities when working with children.
I14	Examine different professional roles relevant to practice, including awareness of wider team structures

Level 6	
K14	K14 Critically analyse the philosophies, values and ethics associated with parental involvement in education.
K15	K15 Critically evaluate evidence informed approaches to leading collaborative interventions in education.
K16	K16 Critically reflect on your own developing professional practice in using evidence-based intervention strategies
K17	K17 Critically reflect on the challenges facing a range of stakeholders such as individuals, their families, settings and components of the SEND system at present
K18	K18 Create an ethical research project that is informed by relevant literature, including appropriate and justified methodology.
K19	K19 Design, conduct and report on an independent research project which critically analyses data to inform recommendations for practice
K20	K20 Critically reflect upon the project's achievements and impact on your developing professionalism

I15	I15 Critically reflect on the challenges experienced by both professionals and parents to support children's engagement and achievement within the educational system.	
I16	I16 Critically analyse various therapeutic approaches within education to distinguish appropriate responses to support children and young people with social, emotional and mental needs	
I17	I17 Create artefact(s) to support the practice or professional development of colleagues in an area of therapeutic practice	
I18	I8 Create varying types of provision for a setting or child with a special educational need or disability, providing an underpinning rationale.	
I19	I19 Critically evaluate provision and practice that supports a setting or child with a special educational need or disability, developing measures of impact.	
I20	I20 Critically reflect on your own developing professional values and the impact of research to inform practice in an educational context	
I21	I21 Devise a Collaborative Business Project rooted in an area of professional practice, with agreed aims, timescales and projected outcomes	
I22	I22 Collaborate with professionals to agree a project outline and continuously develop its implementation, leading your own learning and adapting with flexibility if required	

Attributes and Skills Outcomes (undergraduate)	
AS1	**Working Independently** - prioritising workload, anticipating and troubleshooting potential problems, and achieving this without requiring continual oversight from a supervisor or manager;
AS2	**Research & Thinking Critically** - systematic investigation of resources to identify relevant information. Critical thinking refers to a process of independent scrutiny, allowing formation of a well-reasoned opinion for application of the research to decision-making and action;
AS3	**Digital Confidence** - identifying, learning and confident adoption of digital tools, applications and software to improve existing processes, meet emerging challenges or develop new approaches;
AS4	**Adaptability** - the ability to make the most of changing circumstances and adapt to new conditions;
AS5	**Resilience** - the ability to recognise that you will be exposed to adversity but that you will be able to respond positively and ultimately adapt and grow from challenging events;
AS6	**Professional Outlook** - preparing yourself to successfully research, plan and apply for opportunities through effectively articulating your skills and attributes whilst understanding how to present yourself in professional working environments to achieve your career goals;
AS7	**Effective Communication** - the ability to work cooperatively with others to achieve a group objective and the recognition that good leadership empowers achievement of collective goals through combined efforts;
AS8	**Ethics, Diversity, Sustainability** - making a positive impact on society and the environment as a whole;
AS9	**Enterprise and Entrepreneurship** - entrepreneurship is the application of enterprise behaviours, attributes and competencies into the creation of cultural, social, or economic value. Enterprise is generating and applying ideas that are practical when undertaking a new venture or project.

4   External Benchmarks

Statement of congruence with the relevant external benchmarks

All Leeds Trinity University programmes are congruent with the Frameworks for HE Qualifications (FHEQ) and, where appropriate, the Qualifications and Credit Framework (QCF) (formerly National Qualification and Credit Framework (NQF)).

The programme aligns to the QAA (2019) Education Studies subject benchmark statement.

5   Indicative Content

Summary of content by theme

The programme is designed to ensure students possess an exceptional level of knowledge and understanding of inclusive education who can support children and young people's multiple and often complex needs, while developing their ability to continually reflect and evaluate their developing professional practice. The main emphasis of the programme is to ensure that students understand principles of inclusive education in practice, informed by underpinning theory and current legislative requirements to support children and families.

The central focus of inclusive education is supported by two critical disciplines of mental health and SEND. Students will explore how children and young people learn and develop, exploring inequalities that exists within various demographics of children and young people and begin to understand and develop practice that addresses these inequalities to support inclusive education. The programme focuses on the application of knowledge and skills to professional practice, all modules across the programme are designed to explore concepts and ideas to support, influence and develop inclusive educational provision for children and young people. Mandatory placements exist across two individual modules at level four and level 5 and a professional practice linked project module specifically at level 6. These modules have all been designed to ensure students will focus on professional practice within a variety of settings across these disciplines that supports the development of knowledge, skills and professional values fundamental to inclusive education practices.

Across the programme all students will have the opportunity to undertake at least two other micro-credential qualifications to support their professional development as an inclusive educator, this could include; paediatric first aid, Makaton, intensive interactions, theraplay, autism awareness and mental health first aid, the provision of the micro-credential qualifications are all subject to availability and advice from employers. The qualifications will be delivered by either LTU qualified staff or external specialists in the discipline who have been individually selected by LTU. One qualification per academic year will be offered to all students on the programme and will, where possible be delivered as an addition the placement modules at Level 4 and Level 5 or in the Professional Learning through Work module at Level 6. Students will be able to access the delivery of these qualifications through their independent study hours for the module.

Upon graduation, students will be able to demonstrate, apply knowledge, and show understanding of how to support children and young people within an inclusive education environment, allowing graduates to work professionally within educational, mental health and SEND practice.

6   Programme Structure

Programme Structure – BA (Hons) Education, Mental Health and SEND

Duration	3 years full-time
Total credit rating	360 (180 ECTS)

Level 4 – With effect from: September 2024

Core: You are required to take the following modules.

Module Code	Module Title	Semester	Credits
CYP4075	Children's Learning and Development	1	15
CYP4083*	Supporting Children's Mental Health in Education*	1 & 2	30
CYP4073	Special Educational Needs and Disability in Practice	1 & 2	30
CYP4093	Academic Skills, Personal and Professional Development (with Professional Challenge)	1 & 2	30
CYP4065	Safeguarding and Child Protection	2	15

Level 5 – With effect from: September 2025

Core: You are required to take the following modules

Module Code	Module Title	Semester	Credits
CYP5035	Contemporary Challenges in Education	1	15
CYP5073	Research Methods and Evidence Based Practice	1 & 2	30
CYP5093*	Trauma Informed and Responsive Practices*	1 & 2	30
CYP5083	Equality, Diversity and Inclusive Educational Practice	1 & 2	30
CYP5045	Professional Placement	2	15

Level 6 – With effect from: September 2026

Core: You are required to take the following modules

Module Code	Module Title	Semester	Credits
CYP6183	Inclusive Practice in Education	1	30
CYP6173	Research Project	1 & 2	30
CYP6193	Therapeutic Practices in Education	1 & 2	30
CYP6035	Professional Learning Through Work	1 & 2	15

| CYP6025 | Family Support and Leading Interventions in Education | 2 | 15 |

7 Pre-requisites

Modules students <u>must</u> study and achieve credit for before enrolling on a module at a higher level, or attaining their final programme award
N/A

8 Learning, Teaching and Assessment

The programme aligns with Leeds Trinity University Learning, Teaching and Academic Experience Strategy (LTAE 2022-2026) in that it aims to transform the way we work co-creatively with students, how we connect them and our learning and teaching with the outside world and societal issues and support all our learners on a personalised, values-based and career-led journey through their studies. The programme integrates the acquisition and application of research knowledge, theory and practice and equips graduates with advanced knowledge and skills in the arena of inclusive educational practice and support for the diverse needs of CYP. The programme content is delivered by a wide variety of teaching methods including blended learning and work-based experience. This will also include lectures, seminars, tutorials, group- work, workshops, problem-based learning, case studies, and directed and self-directed activities. Using this diverse approach to learning students will be engaged in active, participatory learning, with a clear understanding of the value of their educational journey (LTAE, 2022). The programme embeds a real-world practical application of knowledge and understanding that is co-created between academic staff, students and educational settings. Practical work, in the form of presentations, groupwork and practice activities, form an essential part of the programme, alongside opportunities for students to consolidate and practically apply their learning, with optional and flexible assessment opportunities and professional placements. Through practical application and research-informed pedagogy and curricula bring together academic research and teaching, creating a culture of pedagogical inquiry and innovation and an environment in which our students employ and value the importance of evidence and research in practice (LTAE, 2022).

To encourage students to build and apply their knowledge and understanding of theoretical concepts to professional practice, students are required to undertake at least two separate placement opportunities. As part of the assessment strategy students will be asked to provide a series of documents in the form of a portfolio to evidence learning and development across their professional experience. Students will work with the University careers and placements team to obtain relevant and high-quality placement opportunities. The University has a well-established relationship with a range of placement providers across the discipline of inclusive education and mental health support for children and young people that can be accessed by students. Students are encouraged and able to obtain their own placements, however, the University will need to ensure all placements are relevant for the needs of the programme and compliant with the strict quality assurances processes before the student undertakes any placement duties. Students unable to

undertake or complete a mandatory placement will be encouraged to work closely with a placement provider to address a contemporary issue.

The programme also embeds diversity as part of the University's work towards achieving the Race Equality Charter by ensuring that module reading lists incorporate ethnic and gender diversity, by considering mental health and educational and social care issues from the perspective of marginalised communities, and by integrating a critical approach to considering the impact of wider issues linked to poverty impact on an individual. Students' learning is supported via the use of digital pedagogies utilising a variety of learning technology. This includes the use of the Moodle virtual learning environment as a learning resource for every module. Additional sector specific technology is integrated into module learning, such as SDQ software for assessment of emotional well-being, GL analytics for SEND, lecture capture and Panopto for video recording of lectures, podcasts, assessment support and assessment feedback. The integration of appropriate technology is reinforced through the use of e-books and e-journals across the programme, and every module in the programme has a dedicated Subject Liaison Librarian who supports the programme team in ensuring learning and library resources are available and accessible. The programme supports students to make a positive transition between levels of study and to achieve their potential, by integrating diverse assessment methods that can often include negotiated assessment topics between student and academic tutor. The assessments methods on the programme include presentations, poster design, collaborative groupwork, formal essays, practical skills assessments, and reflective portfolios and e-portfolios. This ensures that students are prepared for their future workplace and future study opportunities. For students to experience multi-disciplinary thinking and working, case study work will be developed from a range of perspectives. The programme also includes confidence building assessment processes by integrating formative, process and summative assessments across a range of modules. The integrated assessment is designed to draw on the learning outcomes two modules within one individual year of study. Students are able to negotiate elements of the assessment method and the topic they will focus on with guidance from the assigned learning outcomes. The integrated assessment will also focus on the development of transferable skills such as engagement with contemporary technological mediums to produce authentic means of assessments. Embedded within modules across the programme students are able to regularly update live records of practical, academic and transferable skills to ensure they can track and identify gaps in their continued professional development.

This diversity enables students to learn from their progress, from their peers and to respond to feedback to inform their future academic and practical work. Individual students' academic progression is supported via the Personal Tutoring system, whereby every student has access to a named personal tutor who provides academic and pastoral support. Additional academic support is provided by the Learning Hub team, which provides individual and group support across a range of academic and study related topics, supporting all students to achieve to their potential. Alongside taught sessions, students are expected to undertake a significant quantity of unsupervised study in the form of self-directed activities and directed reading.

9   Entry requirements

Do the University's standard entry requirements apply (as outlined within the University's Admissions Policy)?	Yes
Detail of any deviation from (or within) and/or addition to the University's standard entry requirements (if applicable), e.g. English Language and/or English Literature requirement	N/A

10   Additional support needs

Students with disabilities or other support needs are welcome and are expected to be able to participate fully in this programme. Arrangements will be made, via the normal University support systems, to accommodate students with additional support needs wherever possible, with reasonable adjustments made to accommodate individual needs.

Programme-specific requirements / unavoidable restrictions on participation in the programme
Students will reflect on their own personal health and wellbeing during the course but this will not be expected within group sessions. There will be various support mechanisms in place for support students, through personal tutoring, university support services, and also through work in modules such as reflective work in academic skills around this and self-care. Conversations are ongoing at an institutional level around development in this area for students with disabilities and also MH issues. It will be ensured that students are warned of more difficult topic areas, and consideration is given to appropriate staff support for this, as well as support for staff.

Students will gain an early sense of progress and success through Academic Skills (self-reflection) and throughout the course revisiting initial reflections and progress make, through formative work and early tutorials. Academic Skills can also help provide reassurance and support for students where anxiety about academic study and skills can exacerbate student's MH issues.

Students with disabilities or other support needs are welcome and are expected to be able to participate fully in this programme. Arrangements will be made, via the University support systems, to accommodate students with additional support needs wherever possible, with reasonable adjustments made to accommodate individual needs. |

11   Technical Information

Awarding Body / Institution	Leeds Trinity University
Teaching institution	Leeds Trinity University
Parent Faculty	Health, Wellness & Life Sciences
Parent School	Children, Young People and Families
Professional accreditation body	N/A

Final award	BA Hons
Title of programme(s)	Education, Mental Health and SEND
Subsidiary (fallback) award(s)	Certificate of Higher Education Diploma of Higher Education
Honours type	Single
Duration and mode(s) of study	Full Time (3 years)
Month/year of approval of programme	April 2023
Periodic review due date	September 2024
HECoS subject code(s)	100459 (50%) Education Studies 100473 (50%) Health Studies
UCAS course code(s)	Level 4 entry X421 Foundation year entry X422
SITS route codes	Course Code: BALTUEDMHS Route Code: EDMHSND
Delivery venue(s)	Horsforth Campus…….Yes City Campus…………..No

12   Level Learning Outcomes and Employability Outcomes

The grids below demonstrate where Level Learning Outcomes and Attributes and Skills Outcomes or Employability Outcomes are assessed at module level and ensure that students are assessed in all Level Learning Outcomes at each level of their study. Students might not be assessed in all Attributes and Skills Outcomes at each level of study. However, all Attributes and Skills/Employability Outcomes will have been assessed by the end of the programme.

Level 4 / *Adjust LO codes as necessary.* Lighter or hatched shading indicates modules that are not core, ie. not all students on this programme will undertake these.	K1 Ouline legislation	K2 Examine factors L&D	K3 Evaluate holistic	K4 Key factors positive MH	K5 Identify signs SG	K6 Local and national SG	k7 Demo. Ac skills	I1 Produce artefacts	I2 Demo. Reflective practice	I3 Identify & compare Chd Dev	I4 Determin Ch Mh	I5 Professional approches	I6 Distingish effect agency working	I7 Assess own skills	AS1 Self-man	AS2 Research	AS3 Digital confidence	AS4 Adaptability	AS5 Resileince	AS6 Professional Outlook	AS7 Effective comms	AS8 Ethics diversity	AS9 Enterprise
CYP4093 Academic Skills							X							X	X		X	X		X		X	X
CYP4065 Safeguarding & Child Protection					X	X							X			X		X	X	X			
CYP4075 Children's Learning & Development		X	X							X					X	X	X	X		X		X	
CYP4083 Supporting Children's Mental Health*				X	X	X					X	X			X	X	X	X	X	X	X	X	
CYP4073 SEND in Practice	X							X	X							X		X		X	X		

Level 5			Assessed level learning outcomes												Skills development								
Adjust LO codes as necessary. ↓	K8	K9	K10	K11	K12	K13	I8	I9	I10	I11	I12	I13	I14	AS1	AS2	AS3	AS4	AS5	AS6	AS7	AS8	AS9
Lighter or hatched shading indicates modules that are not core, ie. not all students on this programme will undertake these.	Demonstrate Knowledge isssues	Understand rlationship research, policy,	Evaluate impact inequalities	Evaluate research methodologoies	Create research proposal	Evaluate professional development	Debate purpose of Ed.	Critically Evaluate Cahllenges	Undersatnd and distinguish responses	Evaluate approches	Critically reflect inclusion	Critically reflect strategies reduce ineq.	Examine professional roles	Self-management	Research and critical thinking	Digital confidence	Adaptability	Resileince	Professional Outlook	Effective communication	Ethics,diversity sustainability	Enterprise and Entreprenuship
CYP5073 Research Methods				■	■									■	■	■				■	■	
CYP5045 Professional Placement						■							■	■	■	■	■	■	■		■	■
CYP5093 Trauma Informed & Responsive Practices*		■							■	■							■	■	■			
CYP5083 EDI Educational Practice			■								■	■		■	■		■				■	
CYP5035 Contemporary Challenges in Education	■					■	■	■							■	■	■	■	■			

Level 6

Adjust LO codes as necessary. ↓	Assessed level learning outcomes																Skills development								
	K14	K15	K16	K17	K18	K19	K20	I15	I16	I17	I18	I19	I20	I21	I22		AS1	AS2	AS3	AS4	AS5	AS6	AS7	AS8	AS9
Lighter or hatched shading indicates modules that are not core, ie. not all students on this programme will undertake these.	Critically analyse Philosophies	Critically evaluate evidence	Critically reflect professional practice	Critically refelcte stakeholders	Create ethical research	Design research project	Critically reflect on professionalism	Critically reflect on support	Critically analyse therapeutic appro.	Create artefacts for prof. practice	Create types of provision	Critically evaluate provision SEND	Critically reflect values	Devise business project	Collaborate		Self-management	Research and critical thinking	Digital confidence	Adaptability	Resileince	Professional Outlook	Effective communication	Ethics, diversity sustainability	Enterprise and Entreprenuship
CYP6173 Research Project					█	█							█				█	█		█		█		█	
CYP6183 Inclusive Practice in Education				█							█	█					█	█	█	█					
CYP6025 Family Support & Leading Interventions in Education	█	█						█									█		█	█	█	█	█	█	█
CYP6193 Therapeutic Practices in Education			█						█	█							█	█		█	█	█	█	█	█
CYP6035 Professional Learning Through Work							█							█	█		█	█	█	█	█	█	█	█	█