

Course Specification

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Produced By:	Laura Clode
Status:	Validated

Core Information

Awarding Body / Institution:	University of Wolverhampton		
School / Institute:	Institute of Education		
Course Code(s):	CF014K23UV	Sandwich	4 Years
UCAS Code:	X366		
Course Title:	BA (Hons) Special Educational Needs, Disability, Inclusion and Childhood and Family Studies with Sandwich Placement		
Hierarchy of Awards:	<p>Bachelor of Arts with Honours Special Educational Needs, Disability, Inclusion and Childhood and Family Studies, having satisfactorily completed a sandwich placement</p> <p>Bachelor of Arts with Honours Special Educational Needs, Disability, Inclusion and Childhood and Family Studies</p> <p>Bachelor of Arts Special Educational Needs, Disability, Inclusion and Childhood and Family Studies, having satisfactorily completed a sandwich placement</p> <p>Bachelor of Arts Special Educational Needs, Disability, Inclusion and Childhood and Family Studies, having satisfactorily completed a sandwich placement</p> <p>Diploma of Higher Education Special Educational Needs, Disability, Inclusion and Childhood and Family Studies</p> <p>Certificate of Higher Education Special Educational Needs, Disability, Inclusion and Childhood and Family Studies</p> <p>University Statement of Credit University Statement of Credit</p>		
Language of Study:	English		
Date of DAG approval:			
Last Review:	2015/6		
Course Specification valid from:	2015/6		
Course Specification valid to:	2021/2		

Academic Staff

Course Leader:	Mrs Kay Bennett
Head of Department:	Mrs Faye Stanley Mrs Jenny Worsley

Course Information

Location of Delivery:	University of Wolverhampton
Category of Partnership:	Not delivered in partnership
Teaching Institution:	University of Wolverhampton
Open / Closed Course:	This course is open to all suitably qualified candidates.

Entry Requirements:

Entry requirements are subject to regular review. The entry requirements applicable to a particular academic year will be published on the University website (and externally as appropriate e.g. UCAS)

2017 Entry

- CDD from 'A' levels or equivalent
- BTEC National Diploma grade MMP, BTEC National Certificate DM
- BTEC QCF Extended Diploma grade MMP, BTEC QCF Diploma grade DM
- Access to HE Diploma full award (Pass of 60 credits - of which a minimum of 45 credits must be at level 3 including 18 at Merit or Distinction).
- Successful completion of the [Foundation Year of Learning Education and Progression](#) .
- Successful completion of the [International Foundation Year in Education, Health and Wellbeing](#)
- If you've got other qualifications or relevant experience, please contact [The Gateway](#) for further advice before applying.
- International entry requirements and application guidance can be found at <http://www.wlv.ac.uk/international/apply>

Other Requirements

Entry to this course requires a Disclosure and Barring Service (DBS) Check.

Students must have studied a minimum of two years post GCSE level. However, it is expected that some applicants will be mature students with work experience, who wish to further their career development. These applicants will be processed through standard procedures, which may involve an interview as part of the process. [Please see http://wlv.ac.uk/mature](http://wlv.ac.uk/mature) for further information.

Those who do not meet the entry requirements may be offered an alternative course.

Distinctive Features of the Course:

- You can choose which age group you wish to focus on depending on your personal interests and career aspirations.
- This unique course offers both academic rigour and professional relevance.
- All the members of the teaching team are active researchers of Special Needs and Inclusion Studies and Childhood and Family Studies

A placement can be undertaken anywhere; local, national or even, in some instances, international. During a placement, you will be doing similar work to a normal employee of the organisation giving you a unique insight into your chosen profession or sector, the opportunity to acquire crucial personal skills and also the opportunity to build a network of useful contacts. Many companies that employ graduates use placement programmes as a method of recruitment so you could be fast tracked into employment or onto one of their graduate schemes if you impress them.

The team at [The Workplace](#) constantly search for new placement opportunities but if you find an opportunity that interests you or you have been successful in securing one yourself, contact them for further information and support.

Educational Aims of the Course:

The Special Educational Needs, Disability, Inclusion and Childhood and Family Studies degree will develop the skills and knowledge required for a range of careers working with children, their families and the services that support them, in both education and social contexts. Students will also be able to identify and understand the challenges faced when trying to adopt an inclusive approach to all aspects of life, and how they can meet and address these challenges in a positive way as members of a diverse global society.

The course is suitable for people new to this area or experienced staff searching for career development.

Work experience placements are an integral part of the course and can be negotiated in a variety of settings such as schools, nurseries, community care centres, hospitals, social services, libraries and other relevant settings.

Teaching and learning is designed to support digital literacy and students are encouraged to share knowledge and be enterprising with their ideas. An international perspective is taken to the degree and students will also have the opportunity to learn about how other countries support children and their families and develop inclusive practice.

Intakes:

September

Major Source of Funding:

Office for Students (OFS)

Tuition Fees:

Tuition fees are reviewed on an annual basis. The fees applicable to a particular academic year will be published on the University website.

Year	Status	Mode	Amount
2020/1	H	Full Time / Sandwich	£9250.00
2020/1	Overseas	Full Time / Sandwich	£12250.00

PSRB:

None

Course Structure:

September (Sandwich)

Part time students study alongside full time students. However, they do not study more than 80 credits in each academic calendar year.

Year 1

Module	Title	Credits	Period	Type
4SN011	Studying Research and Inclusion	20	SEM1	Core
4CF011	Child and Young Person Development	20	SEM1	Core
4CF005	Safeguarding and Multi-Agency Perspectives	20	SEM1	Core
4CF012	Role of Play in Childhood	20	SEM2	Core
4SN005	Introduction to Disability, Diversity and Inclusion	20	SEM2	Core
4SN006	Promoting Inclusive Practice	20	SEM2	Core

September (Sandwich)

Part time students study alongside full time students. However, they do not study more than 80 credits in each academic calendar year.

Year 2

Module	Title	Credits	Period	Type
5ED004	Enhancing Professional Practice on Placement	20	SEM1	Core
5SN003	Professionals in Context	20	SEM1	Core
5CF005	Families and Communities in Context	20	SEM1	Core
5ED002	Research Methods	20	SEM2	Core
5SN001	Including Young Children	20	SEM2	Core
5CF010	Youth Culture and Identity	20	SEM2	Core

Continuing students will follow the programme indicated below:

September (Sandwich)

Part time students study alongside full time students. However, they do not study more than 80 credits in each academic calendar year.

Year 2

Module	Title	Credits	Period	Type
5ED004	Enhancing Professional Practice on Placement	20	SEM2	Core
5SN003	Professionals in Context	20	SEM1	Core
5CF005	Families and Communities in Context	20	SEM1	Core
5ED002	Research Methods	20	SEM1	Core
5SN001	Including Young Children	20	SEM2	Core
5CF010	Youth Culture and Identity	20	SEM2	Core

September (Sandwich)

Part time students study alongside full time students. However, they do not study more than 80 credits in each

academic calendar year.

Year 3

Module	Title	Credits	Period	Type
5HU004	Supervised Work Experience	40	YEAR	Core

September (Sandwich)

Part time students study alongside full time students. However, they do not study more than 80 credits in each academic calendar year.

Year 4

Module	Title	Credits	Period	Type
6ED015	Education Research Project	40	YEAR	Core
6CF003	Tackling Inequalities	20	SEM1	Core
6CF005	Rights, Responsibilities and Advocacy	20	SEM1	Core
6SN006	Critical and Social Issues. Facial Disfigurement: Impairment or Disability?	20	SEM2	Core
6SN005	Specific Learning Difficulties: Label or Life Sentence?	20	SEM2	Core

Please note: Optional modules might not run every year, the course team will decide on an annual basis which options will be running, based on student demand and academic factors, to create the best learning experience.

Learning, Teaching and Assessment

Academic Regulations Exemption:

Section 4.4.3 - Exemption in accordance with the standards required for Early Years Teacher Status (granted by the National College for Teaching and Leadership) and the Children's Workforce Development Council (CWDC). Compensation will not be permitted for the following core module (repeats will be allowed);

4CF005 Safeguarding and Promoting Well-Being (20 credits).

APPROVED by AFRSC.

Reference Points:

QAA Subject Benchmarks for Early Childhood Studies are integrated into the degree.

Framework for Higher Education Qualifications

University Assessment Strategy – a wide range of differing assessment strategies have been chosen to ensure that the full range of skills are developed.

Equality Act 2010

Learning Outcomes:

CertHE Course Learning Outcome 1 (CHECLO1)

"Demonstrate knowledge of the underlying concepts and principles associated with your area(s) of study, and an ability to evaluate and interpret these within the context of that area of study"

CertHE Course Learning Outcome 2 (CHECLO2)

"Demonstrate an ability to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of your subject(s) of study."

CertHE Course Learning Outcome 3 (CHECLO3)

Evaluate the appropriateness of different approaches to solving problems related to your area(s) of study and/or work

CertHE Course Learning Outcome 4 (CHECLO4)

"Communicate the results of your study/work accurately and reliably, and with structured and coherent arguments"

CertHE Course Learning Outcome 5 (CHECLO5)

Demonstrate the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility

DipHE Course Learning Outcome 1 (DHECLO1)

"Demonstrate knowledge and critical understanding of the well-established principles of your area(s) of study, and of the way in which those principles have developed with an understanding of the limits of your knowledge, and how this influences analyses and interpretations based on that knowledge."

DipHE Course Learning Outcome 2 (DHECLO2)

"Demonstrate the ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context"

DipHE Course Learning Outcome 3 (DHECLO3)

"Demonstrate knowledge of the main methods of enquiry in the subject(s) relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study"

DipHE Course Learning Outcome 4 (DHECLO4)

"Use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis"

DipHE Course Learning Outcome 5 (DHECLO5)

"Effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively"

DipHE Course Learning Outcome 6 (DHECLO6)

"Demonstrate the qualities and transferable skills necessary for employment, requiring the exercise of

personal responsibility and decision-making and undertake further training, developing existing skills and acquire new competences that will enable them to assume significant responsibility within organisations."

Ordinary Degree Course Learning Outcome 1 (ORDCLO1)

"To demonstrate knowledge and understanding of the importance and challenges of working in order to meet the needs of children, young people and families."

Ordinary Degree Course Learning Outcome 2 (ORDCLO2)

"To demonstrate knowledge and understanding of the expected pattern of children's development from birth and pedagogical approaches for working with children, young people and families."

Ordinary Degree Course Learning Outcome 3 (ORDCLO3)

"To be aware of the underlying values and principles relevant to the ideologies of inclusion, and develop a personal stance which draws on your knowledge and understanding, including the diversity of learners and the complexities of the inclusion process."

Ordinary Degree Course Learning Outcome 4 (ORDCLO4)

"To be able to evaluate the societal and organisational structures and purposes of social systems, and the possible implications for all involved"

Ordinary Degree Course Learning Outcome 5 (ORDCLO5)

"To be aware of, analyse and make critical judgements about key concepts, theories and principles and be able to communicate these clearly using appropriate media and digital technologies."

Ordinary Degree Course Learning Outcome 6 (ORDCLO6)

To be able to reflect on your own value system and identify future learning and professional goals.

Honours Course Learning Outcome 1 (DEGCLO1)

"To demonstrate knowledge and understanding of the importance and challenges of working in order to meet the needs of children, young people and families."

Honours Course Learning Outcome 2 (DEGCLO2)

"To demonstrate knowledge and understanding of the expected pattern of children's development from birth and pedagogical approaches for working with children, young people and families."

Honours Course Learning Outcome 3 (DEGCLO3)

"To be aware of the underlying values and principles relevant to the ideologies of inclusion, and develop a personal stance which draws on your knowledge and understanding, including the diversity of learners and the complexities of the inclusion process."

Honours Course Learning Outcome 4 (DEGCLO4)

"To be able to evaluate the societal and organisational structures and purposes of social systems, and the possible implications for all involved"

Honours Course Learning Outcome 5 (DEGCLO5)

"To be aware of, analyse and make critical judgements about key concepts, theories and principles and be able to communicate these clearly using appropriate media and digital technologies."

Honours Course Learning Outcome 6 (DEGCLO6)

To be able to reflect on your own value system and identify future learning and professional goals.

Overview of Assessment:

Module	Title	Course Learning Outcomes
4CF005	Safeguarding and Multi-Agency Perspectives	CHECLO1, CHECLO3, CHECLO4, CHECLO5
4CF011	Child and Young Person Development	CHECLO2, CHECLO5
4CF012	Role of Play in Childhood	CHECLO2, CHECLO3, CHECLO5
4SN005	Introduction to Disability, Diversity and Inclusion	CHECLO3, CHECLO5
4SN006	Promoting Inclusive Practice	CHECLO3, CHECLO4, CHECLO5
4SN011	Studying Research and Inclusion	CHECLO1, CHECLO2, CHECLO5
5CF005	Families and Communities in Context	DHECLO1, DHECLO4, DHECLO5
5CF010	Youth Culture and Identity	DHECLO1, DHECLO2, DHECLO3, DHECLO5
5ED002	Research Methods	DHECLO2, DHECLO4, DHECLO5
5ED004	Enhancing Professional Practice on Placement	DHECLO1, DHECLO5, DHECLO6
5HU004	Supervised Work Experience	DHECLO1, DHECLO3, DHECLO6
5SN001	Including Young Children	DHECLO1, DHECLO2, DHECLO3, DHECLO5
5SN003	Professionals in Context	DHECLO3, DHECLO4, DHECLO6
6CF003	Tackling Inequalities	DEGCLO2, DEGCLO4, DEGCLO5, ORDCLO2, ORDCLO4, ORDCLO5
6CF005	Rights, Responsibilities and Advocacy	DEGCLO1, DEGCLO2, DEGCLO3, DEGCLO5, ORDCLO1, ORDCLO2, ORDCLO3, ORDCLO5
6ED015	Education Research Project	DEGCLO2, DEGCLO4, DEGCLO5, DEGCLO6, ORDCLO2, ORDCLO4, ORDCLO5, ORDCLO6
6SN005	Specific Learning Difficulties: Label or Life Sentence?	DEGCLO2, DEGCLO3, DEGCLO4, DEGCLO5, ORDCLO2, ORDCLO3, ORDCLO4, ORDCLO5
6SN006	Critical and Social Issues. Facial Disfigurement: Impairment or Disability?	DEGCLO3, DEGCLO4, DEGCLO5, ORDCLO3, ORDCLO4, ORDCLO5

Teaching, Learning and Assessment:

Learning will be face to face and on-line and will consist of the following:

- Lectures
- Seminars
- Tutorials
- Debates
- Small and large group work
- Discussion forums and wikis
- Student presentations
- Work based learning through placements (to support employability skills)
- Research activities

- Independent and guided study
- Collaborative on-line tasks and activities
- Individual on-line tasks and activities
- Video and image analysis
- Case studies
- Role play

The on-line activities and electronic presentations the students will prepare will support their digital literacy.

The group tasks and seminars will support students' enterprising ideas.

The international perspectives to topics taken in lectures and learning tasks will support students' global citizenship.

Assessment Methods:

At the University of Wolverhampton, a variety of modes of assessment will be used to support and test your learning and progress and to help you develop capabilities that are valued beyond your University studies and into your working life. Your course may include a variety of assessment activities:

Written examinations (including online examinations, open and closed book examinations and quizzes)
 Coursework (for example, essays, reports, portfolios, project proposals and briefs, CVs, poster presentation)
 Practical (for example, oral and video presentations, laboratory work, performances, practical skills assessment)

In the final year of your undergraduate degree, and at the end of your postgraduate degree, you are likely to be expected to write an extended piece of work or research, such as a dissertation or a practice-based piece of research.

Student Support:

For all semester based modules there will be 2 hours face to face sessions per week and then an additional 1hr of either face to face or on-line activities to support learning (e.g. via seminars or small group tasks).

Study skills (such as using Harvard referencing and writing for academic purposes) are embedded in some modules at level 4 and extended at levels 5 and 6.

Students will receive feedback informally throughout the modules and formally through written feedback for their formative and summative assignments. This feedback will be constructive and indicate to students how to progress in their learning.

Students will be supported throughout their professional practice report by an allocated academic supervisor.

All students will have a personal tutor to support their progress through the course.

The learning centre provides learning support and resources. Many books and journals are also available electronically for the students to access to support their learning. Students with additional needs will be supported by the Faculty Enabling Tutor.

Employability in the Curriculum:

- You may go into teaching, lecturing or research in the field of Childhood and Family Studies or Seek employment in the professional support services for SEN and disabilities.
- There are a range of options in community care, family support, play work, youth work, nursery management, inclusion management, advocacy posts and charities.
- If you want to become a teacher you will need to undertake a Postgraduate Certificate in Education (PGCE)

- You could also choose to apply for a Master's Degree in Social Work or in SEN and Disability Studies or gain further qualifications as a play therapist or youth counsellor.
- You may choose to apply for the Graduate Employer Based Early Years Initial Teacher Training

The completion of a Sandwich Year will enable you to gain valuable hands on experience in a relevant work environment. This will not only provide additional practical subject skills but it will also develop personal transferable skills such as communication skills, problem solving skills and demonstrate competency in working with other people. This will increase your employability and assist you in gaining employment in the future.



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