

Course Specification

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Produced By:	Louise Wood
Status:	Validated

Core Information

Awarding Body / Institution:	University of Wolverhampton		
School / Institute:	School of Education		
Course Code(s):	CF014M31US	Part-time	2 Years
Course Title:	BA (Hons) Special Educational Needs, Disability, Inclusion and Childhood and Family Studies (Top Up)		
Hierarchy of Awards:	Bachelor of Arts with Honours Special Educational Needs, Disability, Inclusion and Childhood and Family Studies University Statement of Credit Special Educational Needs, Disability, Inclusion and Childhood and Family Studies		
Language of Study:	English		
Date of DAG approval:	19/Sep/2022		
Last Review:			
Course Specification valid from:	2022/3		
Course Specification valid to:			

Academic Staff

Course Leader:	Miss Saphiya Rajer
Head of Department:	Mrs Faye Stanley

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)

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Typical entry requirements

For Direct entry to Level 6 you need to have achieved a Foundation Degree; BTEC HND or 240 higher level credits in a subject related area.

Other Requirements

Entry to this course requires a Disclosure and Barring Service (DBS) check, if you do not already have one through your employer or as an individual through the DBS update service.

If you have accepted a Conditional Offer made by the University of Wolverhampton and do not hold a valid DBS you will receive correspondence asking you to complete an enhanced Disclosure and Barring Service (DBS) check. The charge for this will be a DBS fee of £40.00 and a £6.00 ID check service fee. Please note: DBS charges can vary.

Distinctive Features of the Course:

The BA (Hons) Special Educational Needs, Disability, Inclusion and Childhood and Family Studies at level 6 is designed to help you to develop the skills, knowledge and confidence to succeed in your studies with the University of Wolverhampton at degree level. It provides the opportunity for you to continue your studies if you have previously completed a Foundation Degree, Higher National Diploma or equivalent in a related subject area. We value and promote your individual engagement, progression and success as all of our staff will recognise and celebrate your unique learning needs.

The course at level 6 offers a unique blend of theories and practices in relation to Children and Family Services and Special Educational Needs, Disability and Inclusion Studies and will be relatable to you through our inclusive approaches to your teaching and learning experience. We appreciate that you will have a unique learning journey and we will maximise your potential through optional assessment choices such as a dissertation, written assessments, reports and written plans.

Staff are active researchers and these interests contribute to high quality teaching, curriculum development and innovation which underpin the teaching and learning that you will experience. You will benefit from the latest research in the areas of Childhood and Special Educational Needs such as 'mental health and resilience' and 'pedagogy of play', 'critical disability', and 'inclusive practice' in the early years. Your teaching team has a range of expertise and practice in Early Childhood, Special Educational Needs, Young People and Families and Education which will help you to make the link between your learning on the course and your experiences and practice.

The course is taught part-time only so you are able to study more flexibly and you have the opportunity to relate any work-related experiences or voluntary placements to your learning on the course.

Educational Aims of the Course:

As a student on this course, you will develop the skills and knowledge required to work with children, young people and adults and the services that support them. At level 6 your learning on this course will consolidate your knowledge about the multiple perspectives of early childhood, young people, adults and communities by drawing on a range of subject areas, such as history, psychology, education, health, welfare, sociology and social policy, cultural studies, law, and political and economic perspectives.

You will also be able to identify and understand the challenges faced when trying to adopt an inclusive approach in all aspects of life, and how you can meet and address these challenges in a positive way as members of a diverse global society. You will have opportunities to consider a variety of issues and perspectives surrounding work with, and support for, disabled people and other vulnerable groups, and which as future professionals you will need to be able to recognise and address. You will study current policies, procedures and practice in order to develop inclusive professional and social approaches with children, young people, adults and communities.

As you progress through level 6 you will have opportunities to develop your critical capabilities through the selection, analysis and combining of relevant perspectives, and be able to justify different positions on matters relating to early childhood studies and ideologies of inclusion. As a graduate, you will be able to reflect on your own value systems, development and inclusive practices, question concepts and theories you have encountered in your studies and interrogate the assumptions underpinning research and your own practice.

Intakes:

September
January

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	Part Time	£3050.00
2020/1	Overseas	Part Time	£6125.00
2021/2	H	Part Time	£3100.00
2022/3	H	Part Time	£3120.00
2023/4	H	Part Time	£4625
2024/5	H	Part Time	£4625.00

PSRB:

None

Course Structure:

January (Part-time)

Module	Title	Credits	Period	Type
6SN005	Specific Learning Difficulties: Label or Life Sentence?	20	SEM2	Core
6SN009	Statutory Assessment - "The SEND Industry"	20	SEM2	Core

January (Part-time)

Module	Title	Credits	Period	Type
6CF017	Perspectives on Children and Childhood	20	SEM1	Core
6ED015	Dissertation	40	YEAR	Core

January (Part-time)

Module	Title	Credits	Period	Type
6CF020	Pedagogy of Play	20	SEM2	Core

September (Part-time)

Module	Title	Credits	Period	Type
6SN009	Statutory Assessment - "The SEND Industry"	20	SEM2	Core
6CF017	Perspectives on Children and Childhood	20	SEM1	Core

September (Part-time)

Module	Title	Credits	Period	Type
6ED015	Dissertation	40	YEAR	Core
6SN005	Specific Learning Difficulties: Label or Life Sentence?	20	SEM2	Core
6CF020	Pedagogy of Play	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:

Reference Points:

[UK Quality Code for Higher Education](#) (2018)

[Qualifications and Credit Frameworks](#) (2014)

[Subject Benchmark Statements Early Childhood Studies](#) (2019)

[University Policies and Regulations](#) (2019-2020)

[Equality Act \(2010\)](#)

ECS Graduate Competencies 2018

Overview of Assessment:

As part of the course approval process, the course learning outcomes were mapped to each of the modules forming the diet of the programme of study. This process confirmed that all course learning outcomes can be met through successful completion of the modules. This mapping applies to the final award as well as to all of the intermediate awards.

Learning Outcomes

Modules

BHONSN01 Reflect upon a range of philosophical, historical, psychological, and sociological concepts, and consider how these underpin different understandings of children and childhood

BHONSN02 To demonstrate knowledge and understanding of the different pedagogical approaches when working with children, young people and their families.

BHONSN03 To be aware 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.

BHONSN04 To be able to evaluate the societal and organisation structures and purposes of social systems, and the possible implications for all involved.

BHONSN05 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.

BHONSN06 To reflect on your own value system and identify future learning and professional roles

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Teaching, Learning and Assessment:

At the University of Wolverhampton there are a range of teaching and learning activities to help you achieve successfully on your course. Your sessions will have formative learning opportunities and formative assessment which will help you prepare for your final marked assessment (summative assessment). These include

Active contribution to lectures, group activities, including critical debate and discussion in seminars.

Individual and group tutorials

Individual and group research activities using a range of sources, reading of the literature relating to issues raised in lectures and through independent research

Participation in online tasks and discussions

Problem solving activities

There are also a variety of assessment types are 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 will include a variety of assessment activity, which may include:

Coursework (for example, essays, reports, case study analysis, poster presentation)

Practical (for example, oral and video presentations)

In the final year of your undergraduate degree, you are likely to be expected to write an extended piece of work or research, such as a dissertation

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:

General University support:

[University Libraries](#) are the key source of academic information for students, providing access to a wide range of books, journal, DVDs etc. Each library offers a range of study areas to allow students to study in the environment that suit them best, including group and quiet areas with access to PCs. In addition the Library enables access to wide range of online information sources, including eBooks, e-Journals and subject databases.

The Library also provides students with academic skills support via the [Skills for Learning programme](#) . Students on campus can attend workshops or ask for one-to-one help on a range of skills such as academic writing and referencing. Students can access a range of online skills material at: www.wlv.ac.uk/lib/skills

The [University Student Support website](#) offers advice on a variety of matters (careers, counselling, student union advice, etc.) Students can also access these services by booking appointment with the SU, careers, counselling services, etc.

Course Specific Support

- You will be allocated a Personal Tutor
- Specific assessment support will be factored into each module.
- If you have disabilities and/or specific learning difficulties you can gain a wide range of support from the Student Support and Well Being team and your Faculty Enabling Tutor.
- Higher Education academic skills will be embedded throughout the curriculum.

You will be allocated a supervisor for your dissertation.

Employability in the Curriculum:

A range of employability skills is built into this programme in order that you develop and refine attributes that will be beneficial to you in the workplace, such as sharing information with others, working in groups, literacy and oral skills, leadership, using critical thinking, and becoming a reflective practitioner. You will also develop and consolidate a range of employability and transferable skills, including sharing information, working with and in groups, presenting information, digital literacy and critical thinking skills

Successful completion of this course could lead to careers in a variety of careers such as health education, early year's management, children's information services, play services and community family support work, mentoring and advocacy posts and inclusion managers. If you want to become a primary school teacher you may choose to undertake a Postgraduate Certificate in Education (PGCE). If you want to become an Early Years Teacher, you can choose to apply for the Postgraduate Early Years Initial Teacher training. You could also choose to apply for a Master's Degree in Social Work or Education or undertake a Post Graduate Teaching Certificate in Adult Education.



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