

Course Specification

Published Date:	05-Oct-2020
Produced By:	Oliver Jones
Status:	Validated

Core Information

Awarding Body / Institution:	University of Wolverhampton		
School / Institute:	School of Social, Historical and Political Studies		
Course Code(s):	DF003J01UV DF003J31UV	Full-time Part-time	3 Years 6 Years
Course Title:	BA (Hons) Deaf Studies and Special Educational Needs, Disability and Inclusion Studies		
Hierarchy of Awards:	Bachelor of Arts with Honours Deaf Studies and Special Educational Needs, Disability and Inclusion Studies Bachelor of Arts Deaf Studies and Special Educational Needs, Disability and Inclusion Studies Diploma of Higher Education Deaf Studies and Special Educational Needs, Disability and Inclusion Studies Certificate of Higher Education Deaf Studies and Special Educational Needs, Disability and Inclusion Studies University Statement of Credit University Statement of Credit		
Language of Study:	English		
Date of DAG approval:	19/May/2017		
Last Review:	2019/0		
Course Specification valid from:			
Course Specification valid to:	2025/6		

Academic Staff

Course Leader:	Mrs Sandra Pratt
Head of Department:	Dr Clare Williams

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)

Typical entry requirement: 96 UCAS points

A Levels - grades CCC / BCD

BTEC L3 Extended Diploma or OCR Cambridge L3 Technical Extended Diploma - grades MMM

Access to HE Diploma: 45 L3 credits at Merit

Use the UCAS Tariff calculator to check your qualifications and points

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>

Successful completion of the International Foundation Year in Education, Health and Wellbeing

Other Requirements

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

If you have accepted a Conditional Offer made by the University of Wolverhampton 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.

You must usually have studied for a minimum of two years post GCSE level. However, we will consider applications from students who do not have two years of post-16 study, where they have relevant work experience. Please see <http://wlv.ac.uk/mature> for further information.

Distinctive Features of the Course:

The BA (Hons) Deaf Studies and Special Educational Needs, Disability and Inclusion Studies 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. The course is suitable for people new to this area or experienced staff searching for career development. We value and promote your individual engagement, progression and success as all of our staff will recognise and celebrate your unique learning needs. The curriculum in Deaf Studies and Special Educational Needs, Disability and Inclusion Studies will be relatable to you through our inclusive approaches to your teaching and learning experience.

The course at level 4, 5 and 6 offers a unique blend of theories and practices in relation to Deaf Studies and Special Educational Needs, Disability and Inclusion. We recognise that you will have a unique learning journey and we will maximise your potential through optional assessment choices such as presentations, written assessments, recursive feedback, peer mentoring, problem-solving approaches, reports and written plans.

Staff are active researchers and these interests contribute to high quality teaching, curriculum development and innovation which underpins the teaching and learning that you will experience. You will benefit from the latest research in the areas of Deaf Studies and Special Educational Needs, Disability and Inclusion, such as, 'access to services for deaf and hard of hearing people' 'mental health and resilience,' 'critical disability,' 'inclusive pedagogy.' Your teaching team has a range of expertise and practice in Deaf Studies and Special Educational Needs which will help you to make the link between your learning on the course and your experiences and practice. You will also have the opportunity to gain a Signature level 2 British Sign Language Qualification.

Educational Aims of the Course:

As a student on this course will 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 working with, deaf, and disabled people as well as support for disabled people and other vulnerable groups, 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.

As you progress through your degree 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 matters relating to, audiological and environmental technologies related to deaf people's lives, Deafhood, Deaf Gain and educational philosophies. 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

Voluntary placements are encouraged as part of the course and can be negotiated in a variety of educational and community settings.

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	Full Time / Sandwich	£9250.00
2020/1	Overseas	Full Time / Sandwich	£12250.00
2020/1	H	Part Time	£3050.00
2020/1	Overseas	Part Time	£6125.00

PSRB:

None

Course Structure:

January (Full-time)

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

Year 1

Full time and Sandwich Undergraduate Honours students normally study 120 credits per academic year; 60 credits semester 1 and 60 credits semester 2.

Module	Title	Credits	Period	Type
4DF009	Introduction to British Sign Language	20	SEM2	Core
4SN013	Meeting Communication Needs	20	SEM2	Core
4SN003	From Segregation to Inclusion	20	SEM2	Core
4DF010	Introduction to Deaf Studies	20	SEM1	Core
4SN005	Introduction to Disability, Diversity and Inclusion	20	SEM1	Core
4SA007	The Development of the Welfare State: 1945-2010	20	SEM1	Core

January (Full-time)

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
5SN003	Professionals in Context	20	SEM2	Core
5DF008	Educating Deaf children and young people	20	SEM2	Core

Linked Option Group Rule: Select a minimum of 20 credits and a maximum of 20 credits from the linked (*) groups.

*** For this option group you must choose a minimum of 0 credits and a maximum of 20 credits**

Select one module from the SEM2 Option Groups

5SL008	Volunteering in Action	20	SEM2	
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*** For this option group you must choose a minimum of 0 credits and a maximum of 20 credits**

5ED002	Research Methods	20	SEM2	
5SN002	Enabling Learning	20	SEM2	

5DF007	Flourishing Deaf lives	20	SEM1	Core
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Linked Option Group Rule: Select a minimum of 40 credits and a maximum of 40 credits from the linked (*) groups.

*** For this option group you must choose a minimum of 0 credits and a maximum of 40 credits**

Select two modules from the SEM1 Option Groups

5DF006	Elementary BSL	20	SEM1	
5SA014	Families, Children and the State	20	SEM1	

*** For this option group you must choose a minimum of 0 credits and a maximum of 40 credits**

5SN001	Including Young Children	20	SEM1	
5SN008	Exploring Autism	20	SEM1	

January (Full-time)

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
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Linked Option Group Rule: Select a minimum of 20 credits and a maximum of 40 credits from the linked (*) groups.

***For this option group you must choose a minimum of 0 credits and a maximum of 20 credits**

DEAF STUDIES ROUTE ONLY

Deaf Studies students should select one module.

6DF002	Deaf Studies Project	20	SEM2	
6DF003	Business and Community Link in the Deaf Community	20	SEM2	

For this option group you must choose a minimum of 0 credits and a maximum of 20 credits

DEAF STUDIES ROUTE ONLY

Deaf Studies students should select one module.

6SN009	Statutory Assessment- "The SEND Industry"	20	SEM2	
6SN005	Specific Learning Difficulties: Label or Life Sentence?	20	SEM2	

For this option group you must choose a minimum of 20 credits and a maximum of 40 credits

EDUCATION STUDIES ROUTE

Both modules are core for Education Studies students.

DEAF STUDIES ROUTE

Deaf Studies students should select one module only.

6DF006	Welfare and campaigning	20	SEM2	
6DF008	Deaf Art, Literature and Culture	20	SEM2	

Linked Option Group Rule: Select a minimum of 20 credits and a maximum of 40 credits from the linked (*) groups.

***For this option group you must choose a minimum of 0 credits and a maximum of 40 credits**

EDUCATION STUDIES ROUTE ONLY

This is the Education Project and must be selected by Education Studies students only.

6ED015	Education Research Project	40	CRYRA	
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For this option group you must choose a minimum of 20 credits and a maximum of 40 credits

DEAF STUDIES ROUTE

Deaf Studies students should select 6SN008 (core) plus one other module.

EDUCATION STUDIES ROUTE

Education Studies students should select EITHER 6SN002 or 6SN008.

6SN002	Pedagogies for Inclusion	20	SEM1
6SN008	Critical Issues in Inclusion	20	SEM1
6SN010	Contemporary issues relating to mental health, resilience and well-being in education	20	SEM1

For this option group you must choose a minimum of 20 credits and a maximum of 20 credits

DEAF STUDIES AND EDUCATION STUDIES ROUTES

Select one module.

6DF007	Intermediate BSL	20	SEM1
6DF009	Engaging with services	20	SEM1

September (Full-time)

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

Year 1

Full time and Sandwich Undergraduate Honours students normally study 120 credits per academic year; 60 credits semester 1 and 60 credits semester 2.

Module	Title	Credits	Period	Type
4DF010	Introduction to Deaf Studies	20	SEM1	Core
4SN005	Introduction to Disability, Diversity and Inclusion	20	SEM1	Core
4DF009	Introduction to British Sign Language	20	SEM2	Core
4SN013	Meeting Communication Needs	20	SEM2	Core
4SN003	From Segregation to Inclusion	20	SEM2	Core
4SA007	The Development of the Welfare State: 1945-2010	20	SEM1	Core

September (Full-time)

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
5SN003	Professionals in Context	20	SEM2	Core
5DF007	Flourishing Deaf lives	20	SEM1	Core
5DF008	Educating Deaf children and young people	20	SEM2	Core

Linked Option Group Rule: Select a minimum of 40 credits and a maximum of 40 credits from the linked (*) groups.

*** For this option group you must choose a minimum of 0 credits and a maximum of 40 credits**

Select two modules from the SEM1 Option Groups

5DF006	Elementary BSL	20	SEM1	
5SA014	Families, Children and the State	20	SEM1	

Linked Option Group Rule: Select a minimum of 20 credits and a maximum of 20 credits from the linked (*) groups.

*** For this option group you must choose a minimum of 0 credits and a maximum of 20 credits**

Select one module from the SEM2 Option Groups

5SL008	Volunteering in Action	20	SEM2	
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Linked Option Group Rule: Select a minimum of 40 credits and a maximum of 40 credits from the linked (*) groups.

*** For this option group you must choose a minimum of 0 credits and a maximum of 40 credits**

5SN001	Including Young Children	20	SEM1	
5SN008	Exploring Autism	20	SEM1	

Linked Option Group Rule: Select a minimum of 20 credits and a maximum of 20 credits from the linked (*) groups.

*** For this option group you must choose a minimum of 0 credits and a maximum of 20 credits**

5ED002	Research Methods	20	SEM2	
5SN002	Enabling Learning	20	SEM2	

Continuing students will follow the programme indicated below:

September (Full-time)

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
5SN003	Professionals in Context	20	SEM1	Core
5DF007	Flourishing Deaf lives	20	SEM1	Core
5DF008	Educating Deaf children and young people	20	SEM2	Core

Linked Option Group Rule: Select a minimum of 20 credits and a maximum of 20 credits from the linked (*) groups.

***For this option group you must choose a minimum of 0 credits and a maximum of 20 credits**

Select one module from the SEM1 Option Groups

5SA014	Families, Children and the State	20	SEM1
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Linked Option Group Rule: Select a minimum of 40 credits and a maximum of 40 credits from the linked (*) groups.

***For this option group you must choose a minimum of 0 credits and a maximum of 20 credits**

Select two modules from the SEM2 Option Groups

5DF006	Elementary BSL	20	SEM2
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Linked Option Group Rule: Select a minimum of 20 credits and a maximum of 20 credits from the linked (*) groups.

***For this option group you must choose a minimum of 0 credits and a maximum of 20 credits**

5SN002	Enabling Learning	20	SEM1
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Linked Option Group Rule: Select a minimum of 40 credits and a maximum of 40 credits from the linked (*) groups.

***For this option group you must choose a minimum of 0 credits and a maximum of 40 credits**

5SN001	Including Young Children	20	SEM2
5SN002	Enabling Learning	20	SEM2
5ED002	Research Methods	20	SEM2

Continuing students will follow the programme indicated below:

September (Full-time)

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

Year 3

Full time and Sandwich Undergraduate Honours students normally study 120 credits per academic year; 60 credits semester 1 and 60 credits semester 2.

Module	Title	Credits	Period	Type
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Linked Option Group Rule: Select a minimum of 20 credits and a maximum of 40 credits from the linked (*) groups.

***For this option group you must choose a minimum of 0 credits and a maximum of 20 credits**

DEAF STUDIES

6DF002 core module for Deaf Studies students.

6DF002	Deaf Studies Project	20	SEM2	
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For this option group you must choose a minimum of 0 credits and a maximum of 40 credits

DEAF STUDIES ROUTE

Deaf Studies students should select BOTH 6SN002 and 6SN006.

6SN002	Pedagogies for Inclusion	20	SEM1	
6SN006	Critical and Social Issues. Facial Disfigurement: Impairment or Disability?	20	SEM1	

For this option group you must choose a minimum of 20 credits and a maximum of 20 credits

DEAF STUDIES AND EDUCATION STUDIES ROUTES

6DF009 is core for both Education Studies and Deaf Studies students.

6DF009	Engaging with services	20	SEM1	
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For this option group you must choose a minimum of 20 credits and a maximum of 20 credits

DEAF STUDIES AND EDUCATION STUDIES ROUTES

Option group for both Education Studies and Deaf Studies students - 6SN003 OR 6SN005.

6SN003	Communication for Inclusion	20	SEM2	
6SN005	Specific Learning Difficulties: Label or Life Sentence?	20	SEM2	

For this option group you must choose a minimum of 20 credits and a maximum of 20 credits

DEAF STUDIES AND EDUCATION STUDIES ROUTES

6DF006 core module for both Education Studies and Deaf Studies students.

6DF006	Welfare and campaigning	20	SEM2
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Linked Option Group Rule: Select a minimum of 20 credits and a maximum of 40 credits from the linked (*) groups.

***For this option group you must choose a minimum of 0 credits and a maximum of 40 credits**

EDUCATION STUDIES ROUTE

This is the Education Project and must be selected by Education Studies students only.

6ED015	Education Research Project	40	YEAR
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For this option group you must choose a minimum of 0 credits and a maximum of 20 credits

EDUCATION STUDIES ROUTE

Option group for Education Studies students - 6SA005 or 6SA003.

6SA005	Policy-Making in Britain	20	SEM1
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6SA003	Approaches to Poverty and Social Exclusion	20	SEM1
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September (Full-time)

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

Year 3

Full time and Sandwich Undergraduate Honours students normally study 120 credits per academic year; 60 credits semester 1 and 60 credits semester 2.

Module	Title	Credits	Period	Type
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Linked Option Group Rule: Select a minimum of 20 credits and a maximum of 40 credits from the linked (*) groups.

***For this option group you must choose a minimum of 0 credits and a maximum of 20 credits**

DEAF STUDIES ROUTE ONLY

Deaf Studies students should select one module.

6DF002	Deaf Studies Project	20	SEM2
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6DF003	Business and Community Link in the Deaf Community	20	SEM2
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For this option group you must choose a minimum of 20 credits and a maximum of 40 credits

DEAF STUDIES ROUTE

Deaf Studies students should select 6SN008 (core) plus one other module.

EDUCATION STUDIES ROUTE

Education Studies students should select EITHER 6SN002 or 6SN008.

6SN002	Pedagogies for Inclusion	20	SEM1
6SN008	Critical Issues in Inclusion	20	SEM1
6SN010	Contemporary issues relating to mental health, resilience and well-being in education	20	SEM1

For this option group you must choose a minimum of 20 credits and a maximum of 20 credits

DEAF STUDIES AND EDUCATION STUDIES ROUTES

Select one module.

6DF007	Intermediate BSL	20	SEM1
6DF009	Engaging with services	20	SEM1

For this option group you must choose a minimum of 0 credits and a maximum of 20 credits

DEAF STUDIES ROUTE ONLY

Deaf Studies students should select one module.

6SN009	Statutory Assessment- "The SEND Industry"	20	SEM2
6SN005	Specific Learning Difficulties: Label or Life Sentence?	20	SEM2

For this option group you must choose a minimum of 20 credits and a maximum of 40 credits

EDUCATION STUDIES ROUTE

Both modules are core for Education Studies students.

DEAF STUDIES ROUTE

Deaf Studies students should select one module only.

6DF006	Welfare and campaigning	20	SEM2
6DF008	Deaf Art, Literature and Culture	20	SEM2

Linked Option Group Rule: Select a minimum of 20 credits and a maximum of 40 credits from the linked (*) groups.

*** For this option group you must choose a minimum of 0 credits and a maximum of 40 credits**

6ED015 Education Research Project

40

YEAR

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 1.2.7 - Exemption to permit a 40 credit Placement module at Level 5 to contribute towards independent study in addition to 40 credits worth at Level 6 (exceeding the maximum of 60 credits permitted for an undergraduate honours degree programme);

5SA013 Social Science Placement (40 credits).

APPROVED by AFRSC (10/11/2016).

Section 1.2.6 - Exemption to permit a minority subject area (with a minimum 33% contribution rather than an equal 50% split at every level of study) on existing Deaf Studies integrated joint degrees.

APPROVED on 4/6/2017. Effective date: September 2017.

Reference Points:

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

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

Subject Benchmark Statements [Education Studies 2019](#)

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

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

Learning Outcomes:

[From 2020/1] CertHE Course Learning Outcome 1 (CHE#CLO1)

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

[Expires 2020/1] CertHE Course Learning Outcome 1 (CHE#CLO1)

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.

[From 2020/1] CertHE Course Learning Outcome 2 (CHE#CLO2)

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.

[Expires 2020/1] 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.

[From 2020/1] CertHE Course Learning Outcome 3 (CHE#CLO3)

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

[From 2020/1] CertHE Course Learning Outcome 4 (CHE#CLO4)

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

[From 2020/1] CertHE Course Learning Outcome 5 (CHE#CLO5)

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

[From 2021/2] DipHE Course Learning Outcome 1 (DHE#CLO1)

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.

[Expires 2021/2] 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.

[From 2021/2] DipHE Course Learning Outcome 2 (DHE#CLO2)

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.

[Expires 2021/2] 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.

[From 2021/2] DipHE Course Learning Outcome 3 (DHE#CLO3)

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.

[Expires 2021/2] 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.

[From 2021/2] DipHE Course Learning Outcome 4 (DHE#CLO4)

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

[Expires 2021/2] 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.

[From 2021/2] DipHE Course Learning Outcome 5 (DHE#CLO5)

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

[From 2021/2] DipHE Course Learning Outcome 6 (DHE#CLO6)

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.

[From 2022/3] Ordinary Course Learning Outcome 1 (ORD#CLO1)

Communicate in learn British Sign Language, using digital and analogue facilities, which adds a unique dimension to the study of Inclusive practices in society.

[Expires 2022/3] Ordinary Course Learning Outcome 1 (ORDCLO1)

Demonstrate the ability to process and analyse and evaluate concepts and theories related to English studies, deafness and deaf peoples' lives.

[From 2022/3] Ordinary Course Learning Outcome 2 (ORD#CLO2)

To understand a bi-lingual and bicultural approach towards Deaf sign language users.

[Expires 2022/3] Ordinary Course Learning Outcome 2 (ORDCLO2)

Effectively communicate in British Sign Language (BSL) supported by theoretical knowledge of BSL and Sign Linguistics utilising live communicative strategies as well as digital communication facilities.

[From 2022/3] Ordinary Course Learning Outcome 3 (ORD#CLO3)

Students will reflect critically on their own value system and relate this to the construction of deafness disability and social diversity

[Expires 2022/3] Ordinary Course Learning Outcome 3 (ORDCLO3)

Engage in the comprehension, analysis and appreciation of literary and non-literary texts.

[From 2022/3] Ordinary Course Learning Outcome 4 (ORD#CLO4)

Demonstrate the underlying values and principles relevant to the working with deaf people and ideologies of inclusion, developing a personal stance drawing upon knowledge and understanding of the complexity of the

inclusion process and working with people considered as deaf or disabled.

[Expires 2022/3] Ordinary Course Learning Outcome 4 (ORDCLO4)

Develop a range of transferable skills intrinsic to both subject areas and of value to graduate employment.

[From 2022/3] Ordinary Course Learning Outcome 5 (ORD#CLO5)

Work both cooperatively and independently whilst fostering critical reflection upon your own value system, the study of deafness and of disability. In order to facilitate further training and/or professional development exercise initiative, personal responsibility and decision making in complex contexts

[Expires 2022/3] Ordinary Course Learning Outcome 5 (ORDCLO5)

Process and synthesise a range of relevant empirical data to present and justify your own chosen position using a range of written and digital resources.

[From 2022/3] Ordinary Course Learning Outcome 6 (ORD#CLO6)

Demonstrate the qualities and transferable skills necessary for employment requiring:

- The exercise of initiative and personal responsibility.
 - Decision making in complex and unpredictable contexts.
 - Ongoing skills including IT and communication strategies.
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[Expires 2022/3] Ordinary Course Learning Outcome 6 (ORDCLO6)

Work both cooperatively and independently whilst fostering critical reflection upon your own value system, in a global and multi-cultural context.

[From 2022/3] Honours Course Learning Outcome 1 (DEG#CLO1)

Communicate in learn British Sign Language, using digital facilities, which adds a unique dimension to the study of Inclusive practices in society.

[Expires 2022/3] Honours Course Learning Outcome 1 (DEGCLO1)

Demonstrate the ability to process and analyse and evaluate concepts and theories related to English studies, deafness and deaf peoples' lives.

[From 2022/3] Honours Course Learning Outcome 2 (DEG#CLO2)

To understand a bi-lingual and bicultural approach towards Deaf sign language users.

[Expires 2022/3] Honours Course Learning Outcome 2 (DEGCLO2)

Effectively communicate in British Sign Language (BSL) supported by theoretical knowledge of BSL and Sign Linguistics utilising live communicative strategies as well as digital communication facilities.

[From 2022/3] Honours Course Learning Outcome 3 (DEG#CLO3)

Students will reflect critically on their own value system and relate this to the construction of deafness, disability and social diversity

[Expires 2022/3] Honours Course Learning Outcome 3 (DEGCLO3)

Engage in the comprehension, analysis and appreciation of literary and non-literary texts.

[From 2022/3] Honours Course Learning Outcome 4 (DEG#CLO4)

Demonstrate the underlying values and principles relevant to the working with deaf people and ideologies of inclusion, developing a personal stance drawing upon knowledge and understanding of the complexity of the inclusion process and working with people considered as deaf or disabled.

[Expires 2022/3] Honours Course Learning Outcome 4 (DEGCLO4)

Develop a range of transferable skills intrinsic to both subject areas and of value to graduate employment.

[From 2022/3] Honours Course Learning Outcome 5 (DEG#CLO5)

Work both cooperatively and independently whilst fostering critical reflection upon your own value system, the study of deafness and of disability. In order to facilitate further training and/or professional development exercise initiative, personal responsibility and decision making in complex contexts

[Expires 2022/3] Honours Course Learning Outcome 5 (DEGCLO5)

Process and synthesise a range of relevant empirical data to present and justify your own chosen position using a range of written and digital resources.

[From 2022/3] Honours Course Learning Outcome 6 (DEG#CLO6)

Demonstrate the qualities and transferable skills necessary for employment requiring:

- The exercise of initiative and personal responsibility.
 - Decision making in complex and unpredictable contexts.
 - ongoing skills including IT and communication strategies
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[Expires 2022/3] Honours Course Learning Outcome 6 (DEGCLO6)

Work both cooperatively and independently whilst fostering critical reflection upon your own value system, in a global and multi-cultural context.

Overview of Assessment:

Module	Title	Course Learning Outcomes
4DF009	Introduction to British Sign Language	CHE#CLO1, CHE#CLO2, CHECLO1, CHECLO2
4DF010	Introduction to Deaf Studies	CHE#CLO1, CHE#CLO2, CHECLO1, CHECLO2
4SA007	The Development of the Welfare State: 1945-2010	CHE#CLO1, CHE#CLO2, CHECLO1, CHECLO2
4SN003	From Segregation to Inclusion	CHE#CLO1, CHE#CLO2, CHE#CLO5, CHECLO1, CHECLO2
4SN005	Introduction to Disability, Diversity and Inclusion	CHE#CLO2, CHE#CLO3, CHE#CLO4, CHECLO1, CHECLO2
4SN013	Meeting Communication Needs	CHE#CLO1, CHE#CLO3, CHE#CLO4, CHECLO1, CHECLO2
5DF006	Elementary BSL	DHE#CLO1, DHE#CLO2, DHE#CLO3, DHE#CLO4, DHECLO1, DHECLO2, DHECLO3, DHECLO4
5DF007	Flourishing Deaf lives	DHE#CLO1, DHE#CLO2, DHE#CLO3, DHE#CLO4, DHECLO1, DHECLO2, DHECLO3, DHECLO4

Module Code	Title	Course Learning Outcomes
5DF008	Educating Deaf children and young people	DHE#CLO1, DHE#CLO2, DHE#CLO3, DHE#CLO4, DHECLO1, DHECLO2, DHECLO3, DHECLO4
5ED002	Research Methods	DHE#CLO1, DHE#CLO2, DHE#CLO3, DHE#CLO5, DHECLO1, DHECLO2, DHECLO3, DHECLO4
5SA014	Families, Children and the State	DHE#CLO1, DHE#CLO2, DHE#CLO3, DHE#CLO4, DHECLO1, DHECLO2, DHECLO3, DHECLO4
5SL008	Volunteering in Action	DHE#CLO1, DHE#CLO2, DHE#CLO3, DHE#CLO4
5SN001	Including Young Children	DHE#CLO1, DHE#CLO2, DHE#CLO5, DHECLO1, DHECLO2, DHECLO3, DHECLO4
5SN002	Enabling Learning	DHE#CLO1, DHE#CLO4, DHECLO1, DHECLO2, DHECLO3, DHECLO4
5SN003	Professionals in Context	DHE#CLO2, DHE#CLO4, DHE#CLO6, DHECLO1, DHECLO2, DHECLO3, DHECLO4
5SN008	Exploring Autism	DHE#CLO1, DHE#CLO2, DHE#CLO5
6DF002	Deaf Studies Project	DEG#CLO3, DEG#CLO4, DEG#CLO5, DEG#CLO6, DEG#CLO3, DEG#CLO4, DEG#CLO5, DEG#CLO6, ORDCLO3, ORDCLO4, ORDCLO5, ORDCLO6
6DF003	Business and Community Link in the Deaf Community	DEG#CLO3, DEG#CLO4, DEG#CLO5, DEG#CLO6
6DF006	Welfare and campaigning	DEG#CLO2, DEG#CLO3, DEG#CLO4, DEG#CLO5, DEG#CLO6, DEG#CLO2, DEG#CLO3, DEG#CLO4, DEG#CLO5, DEG#CLO6, ORD#CLO2, ORD#CLO3, ORD#CLO4, ORD#CLO5, ORD#CLO6, ORDCLO2, ORDCLO3, ORDCLO4, ORDCLO5, ORDCLO6
6DF007	Intermediate BSL	DEG#CLO1, DEG#CLO3, DEG#CLO5, DEG#CLO6, ORD#CLO1, ORD#CLO3, ORD#CLO5, ORD#CLO6
6DF008	Deaf Art, Literature and Culture	DEG#CLO2, DEG#CLO3, DEG#CLO4, DEG#CLO5, DEG#CLO6, ORD#CLO2, ORD#CLO3, ORD#CLO4, ORD#CLO5, ORD#CLO6
6DF009	Engaging with services	DEG#CLO3, DEG#CLO4, DEG#CLO5, DEG#CLO6, DEG#CLO2, DEG#CLO3, DEG#CLO4, DEG#CLO5, DEG#CLO6, ORD#CLO3, ORD#CLO4, ORD#CLO5, ORD#CLO6, ORD#CLO2, ORD#CLO3, ORD#CLO4, ORD#CLO5, ORD#CLO6
6ED015	Education Research Project	DEG#CLO1, DEG#CLO2, DEG#CLO3, DEG#CLO4, DEG#CLO5, DEG#CLO6, DEG#CLO1, DEG#CLO2, DEG#CLO3, DEG#CLO4, DEG#CLO5, DEG#CLO6, ORD#CLO1, ORD#CLO2, ORD#CLO3, ORD#CLO4, ORD#CLO5, ORD#CLO6, ORDCLO1, ORDCLO2, ORDCLO3, ORDCLO4, ORDCLO5, ORDCLO6
6SA003	Approaches to Poverty and Social Exclusion	DEG#CLO3, DEG#CLO4, DEG#CLO5, DEG#CLO6, ORDCLO3, ORDCLO4, ORDCLO5, ORDCLO6
6SA005	Policy-Making in Britain	DEG#CLO3, DEG#CLO4, DEG#CLO5, DEG#CLO6, ORDCLO3, ORDCLO4, ORDCLO5, ORDCLO6
6SN002	Pedagogies for Inclusion	DEG#CLO1, DEG#CLO2, DEG#CLO5, DEG#CLO3, DEG#CLO5, ORD#CLO1, ORD#CLO2, ORD#CLO5, ORDCLO3, ORDCLO5
6SN003	Communication for Inclusion	DEG#CLO1, DEG#CLO3, DEG#CLO5, ORDCLO1, ORDCLO3, ORDCLO5
6SN005	Specific Learning Difficulties: Label or Life Sentence?	DEG#CLO4, DEG#CLO5, DEG#CLO6, DEG#CLO3, DEG#CLO5, ORD#CLO4, ORD#CLO5, ORD#CLO6, ORDCLO3, ORDCLO5
6SN006	Critical and Social Issues. Facial Disfigurement: Impairment or Disability?	DEG#CLO3, DEG#CLO5, DEG#CLO6, ORDCLO3, ORDCLO5
6SN008	Critical Issues in Inclusion	DEG#CLO2, DEG#CLO3, DEG#CLO6, ORD#CLO2, ORD#CLO3, ORD#CLO6
6SN010	Contemporary issues relating to mental health, resilience and well-being in education	DEG#CLO2, DEG#CLO4, DEG#CLO6

Teaching, Learning and Assessment:

There are a range of teaching, learning and assessment activities to help you achieve successfully on this course. Your sessions will have formative learning opportunities and formative assessment which will help you prepare for your final marked assessment (summative assessment)

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

Individual and group tutorials

Participating in individual and group presentations and producing assignments.

Individual and group research activities from a range of sources

Reading and critical analysis of the literature relating to issues raised in lectures and through independent research.

Undertaking optional and core placements

Participation in online tasks and discussions

Case study analysis

Problem solving activities

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 Learning Centres](#) are the key source of academic information for students. Learning Centres provide physical library resources (books, journal, DVDs etc.) and offer a range of study areas to allow students to study in the environment that suit them best: Social areas, quiet and silent areas. Learning Centres also provide access to wide range of online information sources, including eBooks, e-Journals and subject databases.

Learning Centres also provide 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
- You will be allocated an Academic Coach who will provide you with academic support and pastoral care, to improve your independent learning skills to help you maximise your potential
- 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 final year 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 and educator.

By completing the BA (Hons) Deaf Studies Special Educational Needs, Disability and Inclusion Studies degree you will have a range of career opportunities, including progression to teacher training, social work, mentoring and advocacy posts, inclusion managers and support positions within maintained, private and voluntary sectors. Graduates have also completed Masters programmes in a range of areas including speech and language therapy, audiology, cognition and deafness, social work and education, special educational needs and disability studies.

If you want to become a primary school teacher you may choose to undertake a Postgraduate Certificate in Education (PGCE). 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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