

Course Specification

Published Date:	21-Sep-2020
Produced By:	Laura Clode
Status:	Validated

Core Information

Awarding Body / Institution:	University of Wolverhampton		
School / Institute:	School of Social, Historical and Political Studies		
Course Code(s):	SA001K23UV	Sandwich	4 Years
UCAS Code:	LB46		
Course Title:	BA (Hons) Deaf Studies and Social Policy with Sandwich Placement		
Hierarchy of Awards:	Bachelor of Arts with Honours Deaf Studies and Social Policy, having satisfactorily completed a sandwich placement Bachelor of Arts with Honours Deaf Studies and Social Policy Bachelor of Arts Deaf Studies and Social Policy, having satisfactorily completed a sandwich placement Bachelor of Arts Deaf Studies and Social Policy Diploma of Higher Education Deaf Studies and Social Policy Certificate of Higher Education Deaf Studies and Social Policy University Statement of Credit University Statement of Credit		
Language of Study:	English		
Date of DAG approval:	26/Sep/2016		
Last Review:	2016/7		
Course Specification valid from:	2009/0		
Course Specification valid to:	2022/3		

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)

Full-time applicants should apply via UCAS.

Part-time applicants should apply directly to the University.

UCAS applicants will need CCC at A level or equivalent. Mature applicants may be accepted if they are able to show previous learning and/or writing ability.

Distinctive Features of the Course:

1. Being taught British Sign Language, using digital and analogue facilities, adds a unique dimension to the study of Inclusive practices in society.
2. Students are taught to understand a bi-lingual and bicultural approach towards Deaf sign language users.
3. Academic and pastoral support is provided as a priority by deaf and hearing tutors from day one of the course. Peer mentoring offers an extra support mechanism.
4. The Deaf Studies and Social policy lecturers have a variety of teaching and professional qualifications, and undergraduates are taught by members of staff, not by PhD students.
5. The team believes in interactive learning and encourages full participation from all our students: external examiners have consistently highlighted our innovative assessments as a major strength.
6. Wolverhampton has pioneered the use of interactive web-based forums for teaching and assessment. These activities have proved very popular with students

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:

Students will be able to identify and understand the challenges faced in society when trying to adopt an inclusive approach to all aspects of life within a diverse society. They will have opportunities to consider a variety of issues and perspectives surrounding working with diverse groups, deaf people being considered in detail. Concepts of poverty, inclusion, social justice will be studied in relation to government response and policy. The course fosters cooperative and independent work as well as critical reflection. Students will be encouraged to develop effective communication in an interactive context utilising digital literacy.

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
4SA007	The Development of the Welfare State: 1945-2010	20	SEM1	Core
4DF010	Introduction to Deaf Studies	20	SEM1	Core
4SA008	Contemporary Social Policy	20	SEM2	Core
4DF009	Introduction to British Sign Language	20	SEM2	Core
4PO003	Introduction to British Politics	20	SEM1	Core
4SL010	The Media and the Manufacture of Deviance	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
5SA007	Paying for Welfare	20	SEM1	Core
5DF007	Flourishing Deaf lives	20	SEM1	Core
5DF008	Educating Deaf children and young people	20	SEM2	Core
5SA009	Communities in Social Policy	20	SEM2	Core

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

5SL008	Volunteering in Action	20	SEM2	
5SL007	Doing Quantitative Research	20	SEM2	
5DF006	Elementary BSL	20	SEM2	

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

5SA014	Families, Children and the State	20	SEM1	
5SL001	Racism, Diversity and difference in the British Context	20	SEM1	

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
5LW022	Supervised Placement Year	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
6DF009	Engaging with services	20	SEM1	Core
6SA003	Approaches to Poverty and Social Exclusion	20	SEM1	Core
6SA008	Social Policy of Work and Labour Markets	20	SEM2	Core
6DF006	Welfare and campaigning	20	SEM2	Core

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

6DF002	Deaf Studies Project	20	SEM2	
6SA004	Independent Project in Social Policy	20	SEM2	

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

6SL012	Qualitative Research Methods	20	SEM1	
6SA005	Policy-Making in Britain	20	SEM1	

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

Effective date: September 2017.

APPROVED by AFRSC (6/4/2017).

Reference Points:

QAA Subject Benchmarks for Social Policy and Linguistics (There are no benchmarks for Deaf Studies.

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 Course Learning Outcome 1 (ORDCLO1)

"demonstrate the ability to process, analyse and evaluate concepts and theories related to deafness and deaf peoples' lives within legal, cultural and political contexts of disability. "

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.

Ordinary Course Learning Outcome 3 (ORDCLO3)

"analyse inclusion concepts, theories and issues in a systematic way, identifying and reflecting on potential connections and discontinuities between aspects of subject knowledge and their application in social policies and concepts."

Ordinary Course Learning Outcome 4 (ORDCLO4)

"reflect upon social, political and cultural diversity and apply a critical approach to methods of enquiry and evaluation in a social policy context."

Ordinary Course Learning Outcome 5 (ORDCLO5)

apply social policy theories to analyse social needs and critically assess policy intervention policy intervention.

Ordinary Course Learning Outcome 6 (ORDCLO6)

process and synthesise a range of relevant empirical data to present and justify your own chosen position.

Honours Course Learning Outcome 1 (DEGCLO1)

"demonstrate the ability to process, analyse and evaluate concepts and theories related to deafness and deaf peoples' lives within legal, cultural and political contexts of disability. "

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.

Honours Course Learning Outcome 3 (DEGCLO3)

"analyse inclusion concepts, theories and issues in a systematic way, identifying and reflecting on potential connections and discontinuities between aspects of subject knowledge and their application in social policies and concepts."

Honours Course Learning Outcome 4 (DEGCLO4)

"reflect upon social, political and cultural diversity and apply a critical approach to methods of enquiry and evaluation in a social policy context."

Honours Course Learning Outcome 5 (DEGCLO5)

apply social policy theories to analyse social needs and critically assess policy intervention policy intervention.

Honours Course Learning Outcome 6 (DEGCLO6)

process and synthesise a range of relevant empirical data to present and justify your own chosen position.

Overview of Assessment:

Module	Title	Course Learning Outcomes
4DF009	Introduction to British Sign Language	CHECLO1, CHECLO2
4DF010	Introduction to Deaf Studies	CHECLO1, CHECLO2
4PO003	Introduction to British Politics	CHECLO1, CHECLO2
4SA007	The Development of the Welfare State: 1945-2010	CHECLO1, CHECLO2
4SA008	Contemporary Social Policy	CHECLO1, CHECLO2
4SL010	The Media and the Manufacture of Deviance	CHECLO1, CHECLO2
5DF006	Elementary BSL	DHECLO1, DHECLO2, DHECLO3, DHECLO4
5DF007	Flourishing Deaf lives	DHECLO1, DHECLO2, DHECLO3, DHECLO4
5DF008	Educating Deaf children and young people	DHECLO1, DHECLO2, DHECLO3, DHECLO4
5LW022	Supervised Placement Year	DHECLO1, DHECLO2, DHECLO3, DHECLO4
5SA007	Paying for Welfare	DHECLO1, DHECLO2, DHECLO3, DHECLO4
5SA009	Communities in Social Policy	DHECLO1, DHECLO2, DHECLO3, DHECLO4
5SA014	Families, Children and the State	DHECLO1, DHECLO2, DHECLO3, DHECLO4
5SL001	Racism, Diversity and difference in the British Context	DHECLO1, DHECLO2, DHECLO3
5SL007	Doing Quantitative Research	DHECLO1, DHECLO2, DHECLO3, DHECLO4
5SL008	Volunteering in Action	DHECLO1, DHECLO2, DHECLO3, DHECLO4
6DF002	Deaf Studies Project	DEGCLO1, DEGCLO3, DEGCLO6, ORDCLO1, ORDCLO3, ORDCLO6
6DF006	Welfare and campaigning	DEGCLO1, DEGCLO3, DEGCLO6, ORDCLO1, ORDCLO3, ORDCLO6
6DF009	Engaging with services	DEGCLO1, DEGCLO3, DEGCLO6, ORDCLO1, ORDCLO3, ORDCLO6
6SA003	Approaches to Poverty and Social Exclusion	DEGCLO3, DEGCLO4, DEGCLO5, DEGCLO6, ORDCLO3, ORDCLO4, ORDCLO5, ORDCLO6
6SA004	Independent Project in Social Policy	DEGCLO3, DEGCLO4, DEGCLO5, DEGCLO6, ORDCLO3, ORDCLO4, ORDCLO5, ORDCLO6
6SA005	Policy-Making in Britain	DEGCLO3, DEGCLO4, DEGCLO5, DEGCLO6, ORDCLO3, ORDCLO4, ORDCLO5, ORDCLO6
6SA008	Social Policy of Work and Labour Markets	DEGCLO1, DEGCLO3, DEGCLO5, DEGCLO6, ORDCLO1, ORDCLO3, ORDCLO5, ORDCLO6
6SL012	Qualitative Research Methods	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- and community- 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:

The Social Policy and Deaf Studies joint offers students a wide range of learning support, including individual tutorials, in-class test preparation sessions, group work (preceding individual presentations and written assignments), a research methods module at level 5, and extensive written and oral feedback.

Members of the Learning Centre are regularly invited to speak to students about accessing printed and electronic resources, and students are strongly encouraged to draw on the services of the Faculty's study skills advisers.

Each module also provides an extensive reading list and suggestions for web-based and other electronic resources. The University intranet system is widely used in all modules for a variety of pedagogical and more practical purposes relating to the dissemination of information and the submission of student work.

Employability in the Curriculum:

You will have a real advantage when entering work because a degree in Deaf Studies and Social Policy will enable you to immediately enter a range of careers. You can work directly in the Deaf Community or in public administration, youth and community working the housing and health service or in the Voluntary sector.

With further training you could become a teacher of a National Curriculum subject. Other career destinations

have included communication support, key skills coordinator, NVQ assessor, lecturers, researcher roles and local authority positions in related fields.

Graduates go on to undertake post graduate diplomas such as Social Work and Audiology as well as Masters Degrees in Disabilities Studies, Speech & Language Therapy and Human Communications.

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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