

## Course Specification

<b>Published Date:</b>	02-Apr-2019
<b>Produced By:</b>	Oliver Jones
<b>Status:</b>	Validated

## Core Information

<b>Awarding Body / Institution:</b>	University of Wolverhampton		
<b>School / Institute:</b>	Institute of Education		
<b>Course Code(s):</b>	SN008H01UV SN008H31UV	Full-time Part-time	3 Years 6 Years
<b>Course Title:</b>	BA (Hons) Special Educational Needs, Disability and Inclusion		
<b>Hierarchy of Awards:</b>	Bachelor of Arts with Honours Special Educational Needs, Disabilities and Inclusion Bachelor of Arts Special Educational Needs, Disabilities and Inclusion Diploma of Higher Education Special Educational Needs, Disabilities and Inclusion Certificate of Higher Education Special Educational Needs, Disabilities and Inclusion University Statement of Credit University Statement of Credit		
<b>Language of Study:</b>	English		
<b>Date of DAG approval:</b>	12/Apr/2017		
<b>Last Review:</b>	2016/7		
<b>Course Specification valid from:</b>	2016/7		
<b>Course Specification valid to:</b>	2021/2		

## Academic Staff

<b>Course Leader:</b>	Mr Peter Harwood
<b>Head of Department:</b>	Dr Christopher Wakeman

# Course Information

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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.

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## Entry Requirements:

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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:

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Special Educational Needs, Disability and Inclusion Studies is an ever-changing area of study. It is a unique course which offers both academic rigour and professional relevance. We are constantly developing our approaches to learning and teaching with varied and challenging assessment methods. These include recursive feedback, peer mentoring and problem-solving approaches. Staff are active researchers and these interests contribute to ongoing curriculum development and innovation.

### Educational Aims of the Course:

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Students will be able to identify and understand the challenges faced when trying to adopt an inclusive approach in all aspects of life, and how they can meet and address these challenges in a positive way as members of a diverse global society. Students 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 they will need to be able to recognise and address. They will study current policies, procedures and practice in order to develop inclusive professional and social approaches. Modules will be delivered using a range of interactive teaching strategies, in order to develop digital literacies and professional skills and attributes.

## Intakes:

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September  
January

## Major Source of Funding:

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HE FUNDING COUNCIL FOR ENGLAND (HEFCE)

## Tuition Fees:

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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
2017/8	H	Full Time / Sandwich	£9250.00
2017/8	EU	Full Time / Sandwich	£9250.00
2017/8	Overseas	Full Time / Sandwich	£11475.00
2017/8	H	Part Time	£2835.00
2017/8	EU	Part Time	£2835.00
2017/8	Overseas	Part Time	£5738.00
2018/9	H	Full Time / Sandwich	£9250.00
2018/9	EU	Full Time / Sandwich	£9250.00
2018/9	Overseas	Full Time / Sandwich	£11700.00
2018/9	H	Part Time	£2925.00
2018/9	Overseas	Part Time	£5850.00
2018/9	EU	Part Time	£2925.00
2019/0	H	Full Time / Sandwich	£9250.00
2019/0	EU	Full Time / Sandwich	£9250.00
2019/0	Overseas	Full Time / Sandwich	£12000.00
2019/0	H	Part Time	£2975.00
2019/0	Overseas	Part Time	£6000
2019/0	EU	Part Time	£2975.00

## PSRB:

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None

## Course Structure:

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## September (Full-Time)

Year 1

Module	Title	Credits	Period	Type
4SN005	Introduction to Disability, Diversity and Inclusion	20	SEM1	Core
4SN011	Studying research and inclusion	20	SEM1	Core
4CF005	Safeguarding and Promoting Well-Being	20	SEM1	Core
4SN003	From Segregation to Inclusion	20	SEM2	Core
4SN006	Promoting Inclusive Practice	20	SEM2	Core
4SN004	Autism: Themes and Perspectives	20	SEM2	Core

## September (Full-Time)

### Year 2

Module	Title	Credits	Period	Type
5ED004	Enhancing Professional Practice on Placement	20	SEM1	Core
5SN002	Enabling Learning	20	SEM1	Core
5SN003	Professionals in Context	20	SEM1	Core
5ED002	Research Methods	20	SEM2	Core
5SN001	Including Young Children	20	SEM2	Core
5SN004	Exclusion from School and Social Justice	20	SEM2	Core

## September (Full-Time)

### Year 3

Module	Title	Credits	Period	Type
6ED015	Education Research Project	40	YEAR	Core
6SN002	Pedagogies for Inclusion	20	SEM1	Core
6SN003	Communication for Inclusion	20	SEM2	Core
6SN005	Specific Learning Difficulties: Label or Life Sentence?	20	SEM2	Core

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

6SN004	A Critical Approach to Bullying in Schools	20	SEM1
6SN006	Critical and Social Issues. Facial Disfigurement: Impairment or Disability?	20	SEM1

## January (Part-time)

### Year 5

Module	Title	Credits	Period	Type
6SN005	Specific Learning Difficulties: Label or Life Sentence?	20	SEM2	Core

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

Both 6SN003 and 6SN004 are core modules and students will be notified by their Award Leader as to which should be taken in year one and which will be taken in year two.

6SN003	Communication for Inclusion	20	SEM2	
6SN004	A Critical Approach to Bullying in Schools	20	SEM2	

## January (Part-time)

### Year 6

Module	Title	Credits	Period	Type
6ED015	Education Research Project	40	YEAR	Core
6SN002	Pedagogies for Inclusion	20	SEM1	Core

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

Both 6SN003 and 6SN004 are core modules and students will be notified by their Award Leader as to which should be taken in year one and which will be taken in year two.

6SN003	Communication for Inclusion	20	SEM2	
6SN004	A Critical Approach to Bullying in Schools	20	SEM2	

## Learning, Teaching and Assessment

### Academic Regulations Exemption:

4.4.3. Exemption from the requirement to compensate marginal failure in module 4CF005. Note: Section: 4.4.4 will now not apply to this module.

Academic Regulations received by ARSC on 27th May 2010

### Reference Points:

QAA Subject Benchmarks for Education Studies and Social Policy are integrated into the degree. These benchmarks state that the knowledge, skills associated with a UG degree should be delivered through a diverse and innovative range of methods that will reflect the diversity of learners need.

We have followed guidance a wide range of university policies and strategies including:

Teaching and Learning Strategy; Assessment Strategy;

Diversity and Equality Policy;

Research Strategy; Ethics Policy;

APL Strategy;

Blended Learning Strategy

Considerate Marking Policy

## Learning Outcomes:

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### 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

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### 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.

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### 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

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### CertHE Course Learning Outcome 4 (CHECLO4)

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

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### CertHE Course Learning Outcome 5 (CHECLO5)

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

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### 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.

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### 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

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### 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

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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

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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

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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.

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Ordinary Course Learning Outcome 1 (ORDCLO1)

Demonstrate the underlying values and principles relevant to the ideologies of inclusion, and a developing personal stance which draws on your knowledge and understanding, including the diversity of learners and the complexities of the inclusion process;

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Ordinary Course Learning Outcome 2 (ORDCLO2)

Evaluate the societal and organisational structures and purposes of social systems, and the possible implications for all involved;

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Ordinary Course Learning Outcome 3 (ORDCLO3)

Analyse inclusion concepts, theories and issues in a systematic way. Identify and reflect on potential connections and discontinuities between aspects of subject knowledge and their application in social policies and contexts;

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Ordinary Course Learning Outcome 4 (ORDCLO4)

Process and synthesise a range of relevant empirical and theoretical data to present and justify your chosen position

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Ordinary Course Learning Outcome 5 (ORDCLO5)

Reflect critically on your own value system and relate this to the construction of disability and social diversity

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Ordinary Course Learning Outcome 6 (ORDCLO6)

Demonstrate the qualities and transferable skills necessary for employment requiring: a. the exercise of initiative and personal responsibility. b. decision making in complex and unpredictable contexts. c. ongoing skills including IT.

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Honours Course Learning Outcome 1 (DEGCLO1)

Demonstrate the underlying values and principles relevant to the ideologies of inclusion, and a developing personal stance which draws on your knowledge and understanding, including the diversity of learners and the complexities of the inclusion process;

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Honours Course Learning Outcome 2 (DEGCLO2)

Evaluate the societal and organisational structures and purposes of social systems, and the possible implications for all involved;

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Honours Course Learning Outcome 3 (DEGCLO3)

Analyse inclusion concepts, theories and issues in a systematic way. Identify and reflect on potential connections and discontinuities between aspects of subject knowledge and their application in social policies and contexts;

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Honours Course Learning Outcome 4 (DEGCLO4)

Process and synthesise a range of relevant empirical and theoretical data to present and justify your chosen position

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Honours Course Learning Outcome 5 (DEGCLO5)

Reflect critically on your own value system and relate this to the construction of disability and social diversity

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Honours Course Learning Outcome 6 (DEGCLO6)

Demonstrate the qualities and transferable skills necessary for employment requiring: a. the exercise of initiative and personal responsibility. b. decision making in complex and unpredictable contexts. c. ongoing skills including IT.

Overview of Assessment:

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Module	Title	Course Learning Outcomes
4CF005	Safeguarding and Promoting Well-Being	CHECLO4, CHECLO5
4SN003	From Segregation to Inclusion	CHECLO1, CHECLO2
4SN004	Autism: Themes and Perspectives	CHECLO1, CHECLO3
4SN005	Introduction to Disability, Diversity and Inclusion	CHECLO2, CHECLO3, CHECLO4
4SN006	Promoting Inclusive Practice	CHECLO1, CHECLO2
4SN011	Studying research and inclusion	CHECLO1, CHECLO2, CHECLO5
5ED002	Research Methods	DHECLO3, DHECLO4
5ED004	Enhancing Professional Practice on Placement	DHECLO1, DHECLO2, DHECLO3, DHECLO4, DHECLO5, DHECLO6
5SN001	Including Young Children	DHECLO3, DHECLO6
5SN002	Enabling Learning	DHECLO1, DHECLO4
5SN003	Professionals in Context	DHECLO2, DHECLO6
5SN004	Exclusion from School and Social Justice	DHECLO1, DHECLO2
6ED015	Education Research Project	DEGCLO1, DEGCLO2, DEGCLO3, DEGCLO4, DEGCLO5, DEGCLO6, ORDCLO1, ORDCLO2, ORDCLO3, ORDCLO4, ORDCLO5, ORDCLO6
6SN002	Pedagogies for Inclusion	DEGCLO3, DEGCLO5, ORDCLO3, ORDCLO5
6SN003	Communication for Inclusion	DEGCLO2, DEGCLO5, ORDCLO2, ORDCLO5
6SN004	A Critical Approach to Bullying in Schools	DEGCLO1, DEGCLO2, ORDCLO1, ORDCLO2
6SN005	Specific Learning Difficulties: Label or Life Sentence?	DEGCLO4, DEGCLO5, ORDCLO4, ORDCLO5
6SN006	Critical and Social Issues. Facial Disfigurement: Impairment or Disability?	DEGCLO3, DEGCLO6, ORDCLO3, ORDCLO6

## Teaching, Learning and Assessment:

Opportunities to achieve these learning outcomes will be provided by the following methods:

- actively contribute to lectures and group activities, including critical debate and discussion in seminars and tutorials;
- participating in individual and group presentations and producing assignments;
- individual and group research activities from a range of sources including IT;
- reading and critical analysis of the literature relating to issues raised in lectures and through independent research.

Activities will include:

- Lectures;
- Seminars;
- On line learning tasks;
- Case studies;

- Debates;
- Group work;
- Student presentations;
- Problem solving activities.

Students will be expected to use a variety of digital media throughout the course.

### Learning and Teaching Methods:

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This data indicates the proportion of time in each year of study that students can expect to engage in the following activities (expressed as a percentage for each level).

Level	Teaching	Independent	Placement
4	24	72	4
5	21	74	5
6	16	84	0

### Assessment Methods:

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This data indicates the proportion of summative assessment in each year of study that will derive from the following: (expressed as a percentage for each level).

Level	Written Exams	Practical Exams	Coursework
4	17	42	42
5	0	25	75
6	0	3	97

### Student Support:

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Students are allocated a personal tutor to offer support and guidance on a range of issues. Module tutors will provide guidance on assessment tasks as well as written and verbal feedback relating to module outcomes.

Students with specific needs, such as dyslexia, can access additional support from staff through the Student Enabling Centre. Academic study skills are embedded throughout the course, but with a particular focus at level 4.

The Learning Centre offers a range of support around study skills and learning. Personal guidance and advice, including a Special Needs tutor and counselling staff are also available to students.

### Employability in the Curriculum:

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Students completing the BA (Hons) Special Educational Needs, Disability and Inclusion Studies degree 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 may seek employment in the field of academia, such as lecturing in FE or HE, work as researchers or enroll in post-graduate studies such as MA in a range of areas, including education, social work, and special educational needs or disability studies.

