

Course Specification

Published Date:	15-Sep-2020
Produced By:	Laura Clode
Status:	Validated

Core Information

Awarding Body / Institution:	University of Wolverhampton		
School / Institute:	Institute of Education		
Course Code(s):	SN008T01UV SN008T31UV	Full-time Part-time	4 Years 8 Years
UCAS Code:	X365		
Course Title:	BA (Hons) Special Educational Needs, Disability and Inclusion with Foundation Year		
Hierarchy of Awards:	Bachelor of Arts with Honours Special Educational Needs, Disability and Inclusion Bachelor of Arts Special Educational Needs, Disability and Inclusion Diploma of Higher Education Special Educational Needs, Disability and Inclusion Certificate of Higher Education Special Educational Needs, Disability and Inclusion Foundation and Preparatory Studies Special Educational Needs, Disability and Inclusion University Statement of Credit University Statement of Credit		
Language of Study:	English		
Date of DAG approval:	01/Sep/2017		
Last Review:	2019/0		
Course Specification valid from:	2016/7		
Course Specification valid to:	2025/6		

Academic Staff

Course Leader:	Mr Peter Harwood
Head of Department:	Mrs Faye Stanley Mrs Jenny Worsley

Course Information

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

Entry Requirements:

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

Level 2 English, this could be GCSE Grade 4 or above OR equivalent.

Please note we do NOT accept GCSE Short Courses.

You must provide a satisfactory personal statement detailing your motivation for studying this course. See our Personal Statement Guidance for further information.

If you've got other qualifications or relevant experience, please contact The Gateway for further advice before applying.

Applicants must be 18 years old or above at the start of the course.

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.

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. Please note: DBS charges can vary.

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) Special Educational Needs, Disability and Inclusion Studies with Foundation Year 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. Our Foundation Year programme has been designed to prepare you for studying at undergraduate level. The modules will provide you with the required skills and knowledge to transition effectively into Level 4 study. During your Foundation Year you will develop skills appropriate to University such as finding and using information, working collaboratively with others, challenging and debating ideas and expressing yourself with greater confidence. We hope the Foundation year helps you to become familiar with University life and to feel at home on campus.

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 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 3, 4, 5 and 6 offers a unique blend of theories and practices in relation to 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 Special Educational Needs, Disability and Inclusion, such as 'mental health and resilience,' 'critical disability,' 'inclusive pedagogy' 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.

This course is taught as a four year full time route and placements are expected as part of the course which can be negotiated in a variety of educational and community settings.

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 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.

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 special educational needs, disability and 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

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

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
2020/1	H	Part Time	£3050.00
2020/1	Overseas	Part Time	£6125.00

PSRB:

None

Course Structure:

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

Module	Title	Credits	Period	Type
3ED003	Valuing the Self & Others	20	SEM1	Core
3CF002	The Developing Child in the World	20	SEM1	Core
3ED002	Preparing for Undergraduate Study	40	YEAR	Core
3ED005	Exploring Inclusive Education and Practice	20	SEM2	Core
3ED004	Interprofessional Working	20	SEM2	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
4SN005	Introduction to Disability, Diversity and Inclusion	20	SEM1	Core
4SN011	Studying Research and Inclusion	20	SEM1	Core
4CF005	Safeguarding and Multi-Agency Perspectives	20	SEM1	Core
4SN003	From Segregation to Inclusion	20	SEM2	Core
4SN006	Promoting Inclusive Practice	20	SEM2	Core
4SN013	Meeting Communication Needs	20	SEM2	Core

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
4SN005	Introduction to Disability, Diversity and Inclusion	20	SEM1	Core
4SN011	Studying Research and Inclusion	20	SEM1	Core
4CF005	Safeguarding and Multi-Agency Perspectives	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)

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
5ED004	Enhancing Professional Practice on Placement	20	SEM1	Core
5ED002	Research Methods	20	SEM2	Core
5SN002	Enabling Learning	20	SEM2	Core
5SN003	Professionals in Context	20	SEM2	Core
5SN001	Including Young Children	20	SEM1	Core

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

5SN004	Exclusion from School and Social Justice	20	SEM1
5SN008	Exploring Autism	20	SEM1

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

Module	Title	Credits	Period	Type
5ED004	Enhancing Professional Practice on Placement	20	SEM2	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	SEM1	Core
5SN002	Enabling Learning	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 4

Module	Title	Credits	Period	Type
6ED015	Education Research Project	40	YEAR	Core
6SN009	Statutory Assessment- "The SEND Industry"	20	SEM2	Core
6SN002	Pedagogies for Inclusion	20	SEM1	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

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

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 4

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

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:

AFRSC/19/5.1.15 FEHW Undergraduate degrees with Foundation Years.

Section 1.3.1 - Exemption to exceed normal module credits within the standard University Framework allowing for the use of 40 credit modules at Level 3 including Year Long delivery.

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

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

Effective date: September 2020.

APPROVED by AFRSC.

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:

Foundation Year Course Learning Outcome 1 (UCCL01)

Develop an independent, reflective and self-managed approach to study.

Foundation Year Course Learning Outcome 2 (UCCL02)

Develop and utilise skills appropriate for study in Higher Education.

Foundation Year Course Learning Outcome 3 (UCCL03)

Apply new approaches to learning, study and finding information.

Foundation Year Course Learning Outcome 4 (UCCL04)

Describe your existing transferable skills and new skills and how these may be developed.

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 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.

Ordinary Course Learning Outcome 2 (ORDCLO2)

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

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.

Ordinary Course Learning Outcome 4 (ORDCLO4)

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

Ordinary Course Learning Outcome 5 (ORDCLO5)

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

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.

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;

Honours Course Learning Outcome 2 (DEGCLO2)

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

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;

Honours Course Learning Outcome 4 (DEGCLO4)

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

Honours Course Learning Outcome 5 (DEGCLO5)

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

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:

Module	Title	Course Learning Outcomes
3CF002	The Developing Child in the World	UCCL01, UCCL04
3ED002	Preparing for Undergraduate Study	UCCL01, UCCL02, UCCL03, UCCL04
3ED003	Valuing the Self & Others	UCCL01, UCCL02, UCCL03, UCCL04
3ED004	Interprofessional Working	UCCL01, UCCL02, UCCL03, UCCL04
3ED005	Exploring Inclusive Education and Practice	UCCL01, UCCL04
4CF005	Safeguarding and Multi-Agency Perspectives	CHECLO1, CHECLO5
4SN003	From Segregation to Inclusion	CHECLO1, CHECLO2, CHECLO5
4SN005	Introduction to Disability, Diversity and Inclusion	CHECLO2, CHECLO3, CHECLO4
4SN006	Promoting Inclusive Practice	CHECLO1, CHECLO2
4SN011	Studying Research and Inclusion	CHECLO1, CHECLO2, CHECLO5
4SN013	Meeting Communication Needs	CHECLO1, CHECLO3, CHECLO4
5ED002	Research Methods	DHECLO1, DHECLO2, DHECLO3, DHECLO5
5ED004	Enhancing Professional Practice on Placement	DHECLO1, DHECLO2, DHECLO3, DHECLO4, DHECLO5, DHECLO6
5SN001	Including Young Children	DHECLO1, DHECLO2, DHECLO5
5SN002	Enabling Learning	DHECLO1, DHECLO4
5SN003	Professionals in Context	DHECLO2, DHECLO4, DHECLO6
5SN004	Exclusion from School and Social Justice	DHECLO1, DHECLO2, DHECLO3
5SN008	Exploring Autism	DHECLO1, DHECLO2, DHECLO5
6ED015	Education Research Project	DEGCLO1, DEGCLO2, DEGCLO3, DEGCLO4, DEGCLO5, DEGCLO6, ORDCLO1, ORDCLO2, ORDCLO3, ORDCLO4, ORDCLO5, ORDCLO6
6SN002	Pedagogies for Inclusion	DEGCLO1, DEGCLO2, DEGCLO5, ORDCLO1, ORDCLO2, 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, DEGCLO6, ORDCLO4, ORDCLO5, ORDCLO6
6SN006	Critical and Social Issues. Facial Disfigurement: Impairment or Disability?	DEGCLO3, DEGCLO6, ORDCLO3, ORDCLO6
6SN008	Critical Issues in Inclusion	DEGCLO2, DEGCLO3, DEGCLO6, ORDCLO2, ORDCLO3, ORDCLO6
6SN009	Statutory Assessment- "The SEND Industry"	DEGCLO1, DEGCLO3, DEGCLO5, ORDCLO1, ORDCLO3, ORDCLO5
6SN010	Contemporary issues relating to mental health, resilience and well-being in education	DEGCLO2, DEGCLO4, DEGCLO6, ORDCLO2, ORDCLO4, ORDCLO6

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, project proposals, case study analysis, poster presentation)

Practical (for example, oral and video presentations)

Level Four includes a balance of assessment opportunities. There are two written assignments at 2500 words each, a timed practical exercise, an individual presentation, a practical oral and a written or verbal report.

Level Five includes the option in one module of a 2500 word essay or a 17 minute individual poster presentation, a 17 minute, electronic presentation with reference list either as a group or as an individual, a 2500 word essay, a patchwork assessment, including recursive assessment of two newspaper reports (total of 1500 words maximum) and a written 1000 word analysis and a written 2500 word assignment.

Level Six includes an educational dissertation, a written assignment of 2500 words or an individual oral, an individual 17 minute presentation, an essay of 2500 words and a choice of either a 17 minute presentation or a 2500 word case study. 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

- The level 3 modules are designed to prepare you for, and facilitate your progress into study at Level 4.
- 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) Special Educational Needs, Disability and Inclusion Studies degree with a Foundation Year 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. 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.

