

Course Specification

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Produced By:	Laura Clode
Status:	Validated

Core Information

Awarding Body / Institution:	University of Wolverhampton		
School / Institute:	Institute of Education		
Course Code(s):	SN009K23UV	Sandwich	4 Years
UCAS Code:	X368		
Course Title:	BA (Hons) Special Educational Needs, Disability, Inclusion and Education Studies with Sandwich Placement		
Hierarchy of Awards:	Bachelor of Arts with Honours Special Educational Needs, Disability, Inclusion and Education Studies, having satisfactorily completed a sandwich placement Bachelor of Arts with Honours Special Educational Needs, Disability, Inclusion and Education Studies, having satisfactorily completed a sandwich placement Bachelor of Arts Special Educational Needs, Disability, Inclusion and Education Studies, having satisfactorily completed a sandwich placement Bachelor of Arts Special Educational Needs, Disability, Inclusion and Education Studies, having satisfactorily completed a sandwich placement Diploma of Higher Education Special Educational Needs, Disability, Inclusion and Education Studies Certificate of Higher Education Special Educational Needs, Disability, Inclusion and Education Studies University Statement of Credit University Statement of Credit		
Language of Study:	English		
Date of DAG approval:			
Last Review:	2015/6		
Course Specification valid from:	2015/6		
Course Specification valid to:	2021/2		

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)

Distinctive Features of the Course:

This course offers a unique blend of classes exploring the ever-changing areas of Education, Special Educational Needs, Disability and Inclusion together with modules that debate the continued significance of these issues within a multi-cultural and global context. This emphasis upon critical reflection is complemented by modules examining key theoretical questions in comparative education, social justice and personal and professional development. Students will be given the opportunity to put these ideas into practice through supported placements and the realities of day-to-day learning and teaching practices. 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:

Education Studies aims to provide invaluable insights into learning, teaching and education systems. Although it will not lead to qualified teacher status, the course will introduce to students a variety of educational concepts and fields of enquiry and will encourage them to engage actively in investigating the cultural, sociological, psychological, political and linguistic dimensions of teaching and learning. The diversity of learners, classrooms and schools in contemporary society will be examined, alongside the impact of globalisation and international issues and perspectives.

For Special Educational Needs, Disability and Inclusion Studies (SENDIS), students will be able to identify and understand the challenges faced when trying to adopt an inclusive approach to 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 working with disabled people and of those who are in vulnerable or marginalized positions. The course also aims to engage students with current policies, procedures and practice that, as future professionals, they will be able to influence in order to develop inclusive professional strategies. Modules will be delivered using a range of interactive

teaching approaches, in order to develop digital literacies and professional skills and attributes.

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
4ED003	Research and Personal and Professional Development	20	SEM1	Core
4SN005	Introduction to Disability, Diversity and Inclusion	20	SEM1	Core
4ED002	Education and Social Justice	20	SEM1	Core
4SN004	Autism: Themes and Perspectives	20	SEM2	Core
4SN006	Promoting Inclusive Practice	20	SEM2	Core
4ED001	Education in Europe	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
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
5ED003	The Psychology of Educational Achievements	20	SEM2	Core
5SN004	Exclusion from School and Social Justice	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 3

Module	Title	Credits	Period	Type
5HU004	Supervised Work Experience	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
6ED015	Education Research Project	40	YEAR	Core
6ED001	Education: International and Comparative Perspectives	20	SEM1	Core
6SN004	A Critical Approach to Bullying in Schools	20	SEM2	Core

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

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

6ED002	Policy and Practice of Learning and Teaching	20	SEM2	
6ED003	Education in Challenging Contexts	20	SEM2	

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:

None

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;

Considerate Marking Policy

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 subject knowledge, underlying theories, values and principles of Education Studies and the different contexts in which learning can take place including the range of different participants, and issues in the learning process

Ordinary Course Learning Outcome 2 (ORDCLO2)

Evaluate personal value systems, developments and practices with reference to concepts and theories encountered in Education Studies; particularly social justice, inclusion and globalisation.

Ordinary Course Learning Outcome 3 (ORDCLO3)

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

Ordinary Course Learning Outcome 4 (ORDCLO4)

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

Ordinary Course Learning Outcome 5 (ORDCLO5)

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

Ordinary Course Learning Outcome 6 (ORDCLO6)

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

Honours Course Learning Outcome 1 (DEGCLO1)

Demonstrate the subject knowledge, underlying theories, values and principles of Education Studies and the different contexts in which learning can take place including the range of different participants, and issues in the learning process

Honours Course Learning Outcome 2 (DEGCLO2)

Evaluate personal value systems, developments and practices with reference to concepts and theories encountered in Education Studies; particularly social justice, inclusion and globalisation.

Honours Course Learning Outcome 3 (DEGCLO3)

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

Honours Course Learning Outcome 4 (DEGCLO4)

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

Honours Course Learning Outcome 5 (DEGCLO5)

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

Honours Course Learning Outcome 6 (DEGCLO6)

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

Overview of Assessment:

Module	Title	Course Learning Outcomes
4ED001	Education in Europe	CHECLO1, CHECLO2, CHECLO3, CHECLO4
4ED002	Education and Social Justice	CHECLO1, CHECLO2, CHECLO3, CHECLO4, CHECLO5
4ED003	Research and Personal and Professional Development	CHECLO2, CHECLO3, CHECLO4, CHECLO5
4SN004	Autism: Themes and Perspectives	CHECLO1, CHECLO3
4SN005	Introduction to Disability, Diversity and Inclusion	CHECLO2, CHECLO3, CHECLO4
4SN006	Promoting Inclusive Practice	CHECLO1, CHECLO2
5ED002	Research Methods	DHECLO3, DHECLO4
5ED003	The Psychology of Educational Achievements	DHECLO1, DHECLO2, DHECLO3, DHECLO4, DHECLO6
5ED004	Enhancing Professional Practice on Placement	DHECLO1, DHECLO2, DHECLO3, DHECLO4, DHECLO5, DHECLO6
5SN002	Enabling Learning	DHECLO1, DHECLO4
5SN003	Professionals in Context	DHECLO2, DHECLO6
5SN004	Exclusion from School and Social Justice	DHECLO4, DHECLO5
6ED001	Education: International and Comparative Perspectives	DEGCLO1, DEGCLO2, DEGCLO3, DEGCLO4, DEGCLO6, ORDCLO1, ORDCLO2, ORDCLO3, ORDCLO4, ORDCLO6
6ED002	Policy and Practice of Learning and Teaching	DEGCLO1, DEGCLO2, DEGCLO3, DEGCLO4, DEGCLO6, ORDCLO1, ORDCLO2, ORDCLO3, ORDCLO4, ORDCLO6
6ED003	Education in Challenging Contexts	DEGCLO1, DEGCLO2, DEGCLO3, DEGCLO4, DEGCLO6, ORDCLO1, ORDCLO2, ORDCLO3, ORDCLO4, ORDCLO6
6ED015	Education Research Project	DEGCLO1, DEGCLO2, DEGCLO3, DEGCLO4, DEGCLO5, DEGCLO6, ORDCLO1, ORDCLO2, ORDCLO3, ORDCLO4, ORDCLO5, ORDCLO6
6SN002	Pedagogies for Inclusion	DEGCLO3, DEGCLO6, ORDCLO3, ORDCLO6
6SN004	A Critical Approach to Bullying in Schools	DEGCLO1, DEGCLO2, ORDCLO1, ORDCLO2
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.

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:

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:

Students completing the BA (Hons) Special Educational Needs, Disability, Inclusion and Education 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 to post-graduate studies such as MA in a range of areas, including education, education management, social work, and special educational needs or disability studies.



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