

**Programme Specification for
BA (Hons) Special Educational Needs, Disabilities and Inclusion**

1.	Awarding institution/body	University of Worcester
2.	Teaching institution	University of Worcester
3.	Programme accredited by	N/A
4.	Final award	BA (Hons)
5.	Programme title	Special Educational Needs, Disabilities and Inclusion
6.	Pathways available	Single Honours
7.	Mode and/or site of delivery	University of Worcester
8.	Mode of attendance	Full time
9.	UCAS Code	Single Honours: Special Educational Needs, Disabilities and Inclusion (X360)
10.	Subject Benchmark statement and/or professional body statement	<u>QAA Subject Benchmark Statement: Education Studies (2015)</u>
11.	Date of Programme Specification preparation/ revision	May 2016 February 2017 - Update to Module Title SEND1004 March 2017 – Update to co-requisites/ exclusions.

12. Educational aims of the programme

This Special Educational Needs, Disabilities and Inclusion (SENDI) degree course provides academic study and experience for those who seek to understand the importance of meeting the needs of children, young people and families through an inclusive and interdisciplinary approach to education. The course blends the development of academic and critical skills in a range of professional roles and quality services for children 0 to 25 years, and their families, in the light of current research and practice. The course offers a valuable alternative to Initial Teacher Education (ITE) courses for those individuals wanting a grounding in inclusive education without Qualified Teacher Status (QTS). However, it will enable students to undertake research in the field of inclusive education, to learn to think critically about policy and practice in special educational needs, disabilities and inclusion and to be advocates for equality and entitlement. The degree has a focus on education but also has an interdisciplinary element which includes collaboration with health, social care and sport.

In the first year there is a focus on helping students to develop important personal skills and knowledge including: historical and legislative context of SEND and Inclusion; an understanding of how children develop (both physically and mentally) and how they learn, specifically in terms of overcoming barriers to learning; and issues of equality, diversity and inclusion in education. The second year develops students' management skills further and provides the first of two

work experience opportunities. This year also includes developing students' experience and understanding of research and global perspectives. The third year provides an opportunity for detailed and informed exploration of issues around assistive technologies, professional roles and social justice; it also includes the completion of an independent study.

The course aims to:

- a) Develop a depth and breadth of integrated knowledge, experience, skills (including research skills) and understanding relevant to Special Educational Needs, Disabilities and Inclusion;
- b) Develop a critical engagement with a variety of theoretical frameworks for understanding notions of SENDI such as the social, medical and integrated models;
- c) Provide opportunities for students to develop an understanding of a range of specific learning difficulties, special educational needs and disabilities;
- d) Examine issues of inclusion in education and wider society including post-16 provision;
- e) Develop a critical appreciation of the global and historical context of special educational needs, disabilities and inclusion in education;
- f) Develop an understanding of theoretical viewpoints that underpin, and assistive technologies that enable, inclusive practice;
- g) Provide opportunities for students to develop personal skills, academic competency and experiences to prepare them for their chosen careers;
- h) Explore and deepen an understanding of pro-social behaviours including empathy, respect, tolerance;
- i) Analyse education through a curriculum which is sensitive to diversity and opportunity;
- j) Provide the learning development needed for students to complete an independent study in their chosen field.

13. Intended learning outcomes and learning, teaching and assessment methods

Learning Outcomes: Non-Honours degree BA Special Educational Needs, Disabilities and Inclusion

In order to be eligible for the exit award of Degree (non-Hons) in the named subject/area of study, a student must have passed at least 300 credits in total including the mandatory modules for level 4 and level 5 of the award as specified on the award map, plus at least 60 credits at level 6 including module SEND3003.		
Knowledge and Understanding		
No.	On successful completion of a non-Honours degree, students will be able to demonstrate a critical understanding of:	Module Code
1	the underlying values and principles relevant to SENDI in educational contexts and a developing personal stance which draws on their knowledge and understanding	SEND2001 SEND3003
2	the diversity of learners with varied needs and the complexities of the education process	SEND2001 SEND3003
3	the complexity of the interaction between learning and contexts, and the range of ways in which participants (including learners and educators) can influence the learning process	EDST2111 SEND3003

4	the societal and organisational structures and purposes of educational systems, and the possible implications for learners and the learning process	SEND2001 SEND3003
Practical skills related to employment		
No.	On successful completion of a non-Honours degree, students will be able to:	Module Code:
5	analyse educational concepts, theories and issues of policy, as they relate to SENDI, in a systematic way	SEND2001 SEND3003
6	identify and reflect on potential connections and discontinuities between each of the aspects of subject knowledge and their application in educational policies and contexts	SEND2001 SEND3003
7	accommodate new principles and understandings relating to SENDI	SEND2001 SEND3003
8	select a range of relevant primary and secondary sources, including theoretical and research-based evidence, to extend their knowledge and understanding	SEND2001 SEND3003
Cognitive and Intellectual skills		
No.	On successful completion of a non-Honours degree, students will be able to:	Module Code:
9	demonstrate the ability to reflect on their own and others' value systems including those relating to SENDI	SEND2001 SEND3003
10	evidence the ability to use their knowledge and understanding critically to locate and justify a personal position in relation to SENDI	SEND2001 SEND3003
11	demonstrate an understanding of the significance and limitations of theory and research	SEND2001 SEND3003
Transferable/key skills		
No.	On successful completion of a non-Honours degree, students will be able to:	Module Code:
12	organise and articulate opinions and arguments in speech and writing using relevant specialist vocabulary, employing technology to enhance critical and reflective study	SEND2001 SEND3003
13	analyse and interpret both qualitative and quantitative data	SEND2001 SEND3003
14	articulate their own approaches to learning and organise an effective work pattern including working to deadlines	SEND2111 SEND3003
15	process and synthesise empirical and theoretical data, to create new syntheses and to present and justify a chosen position having drawn on relevant theoretical perspectives	SEND2001 SEND3003

Learning Outcomes: Honours Degree

By successfully completing level 6 of the programme, as set out on the award map, students will have attained the intended learning outcomes of the BA (Hons) Special Educational Needs, Disabilities and Inclusion as set out below.		
Knowledge and Understanding		
No.	On successful completion of a non-Honours degree, students will be able to demonstrate a critical understanding of:	Module Code
1	the underlying values and principles relevant to SENDI in educational contexts and a developing personal stance which draws on their knowledge and understanding	SEND2001 SEND3003
2	the diversity of learners with varied needs and the complexities of the education process	SEND2001 SEND3003
3	the complexity of the interaction between learning and contexts, and the range of ways in which participants (including learners and educators) can influence the learning process	EDST2111 SEND3003
4	the societal and organisational structures and purposes of educational systems, and the possible implications for learners and the learning process	SEND2001 SEND3003
Practical skills related to employment		
No.	On successful completion of a non-Honours degree, students will be able to:	Module Code:
5	analyse educational concepts, theories and issues of policy, as they relate to SENDI, in a systematic way	SEND2001 SEND3003
6	identify and reflect on potential connections and discontinuities between each of the aspects of subject knowledge and their application in educational policies and contexts	SEND2001 SEND3003
7	accommodate new principles and understandings relating to SENDI	SEND2001 SEND3003
8	select a range of relevant primary and secondary sources, including theoretical and research-based evidence, to extend their knowledge and understanding	SEND2001 SEND3003
Cognitive and Intellectual skills		
No.	On successful completion of a non-Honours degree, students will be able to:	Module Code:
9	demonstrate the ability to reflect on their own and others' value systems including those relating to SENDI	SEND2001 SEND3003
10	evidence the ability to use their knowledge and understanding critically to locate and justify a personal position in relation to SENDI	SEND2001 SEND3003

11	demonstrate an understanding of the significance and limitations of theory and research	SEND2001 SEND3003
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No.	On successful completion of a non-Honours degree, students will be able to:	Module Code:
12	organise and articulate opinions and arguments in speech and writing using relevant specialist vocabulary, employing technology to enhance critical and reflective study	SEND2001 SEND3003
13	analyse and interpret both qualitative and quantitative data	SEND2001 SEND3003
14	articulate their own approaches to learning and organise an effective work pattern including working to deadlines	SEND2111 SEND3003
15	process and synthesise empirical and theoretical data, to create new syntheses and to present and justify a chosen position having drawn on relevant theoretical perspectives	SEND2001 SEND3003

Learning, teaching and assessment

Learning is stranded across the three levels for all students, with one strand addressing subject knowledge and practice in special educational needs (SEN), one which focuses on disabilities, and one developing an understanding of inclusion in a more thematic and overarching manner.

Subject knowledge and understanding is acquired in all modules. At level 4 the fundamentals of the discipline (legal, historical and social context of SENDI education) are addressed by students in the mandatory module, and this is complemented by EDST 1101 (Foundations of Education) (which it is expected most students will undertake, although they can select an elective module instead). Learning and teaching methods include lectures, seminars, tutorials, student led presentations, visits to education and community facilities and e activities. Assessments are varied and include; essays, group presentations, reviews of literature, portfolio building, the making of audio visual materials, and reports.

Level 5 provides the opportunity to develop an understanding of global perspectives (SEND2002) as well as specific knowledge of autism spectrum condition (SEND2003) in order to build on the introductory double module in Level 4. SEND2001 (Researching Interdisciplinary Approaches to Inclusive Practice) focuses on research in education and is undertaken by all single honours students. This mandatory double module explores pedagogical issues relevant to learners across different phases of education and the range of professional disciplines involved in the field. The study of interdisciplinary working provides an introduction to the range of potential employment routes and is designed to aid employability, as well as provide the basis for the Level 6 module Professional Roles and Contexts in SEND and Inclusion (SEND3003). This module also explores how to identify and access education-related research, engage with and evaluate it, and how to plan and implement a piece of research of the student's own choice as a basis for undertaking the mandatory double module Independent Study at level 6. To enable students to develop knowledge and understanding in areas of interest to themselves there is a range of choice of modules from which they can choose to complete the credits expected at this level.

Learning and teaching methods at level 5 build on those encountered at level 4. They are varied and include lectures, seminars, tutorials, student led presentations, visits to a range of appropriate facilities, on line activities, and student led research. Examples of assessment

include essays, individual and group presentations, poster presentations, literature reviews, research projects. This continues into Level 6, where the addition of a double module focussing on professional roles (SEND3003) and a module exploring assistive technologies (SEND3004) provides opportunities to explore a variety of communities and contexts both within the education and wider society. All students will be supported in Level 6 with their development of the Independent Study through the bespoke tutorial support offered in SEND3001/2. Level 6 fosters increased independent learning, and student-guided learning opportunities, in order to prepare the students for further study at Level 7, either as a part of a Masters programme or a PGCE.

Intellectual skills are practised and developed throughout the programme. All modules encourage learners to engage in discussion of key issues and application of key concepts. A strength of the programme is that staff have wide experience in the fields of special educational needs, disabilities and inclusion, and are often involved in research activities themselves. The wide variety of learning, teaching and assessment methods already outlined allow students ample opportunity to develop intellectual and reflective skills, and to apply these to real life situations. Tutorials within modules play a major role here with students offered the opportunity to discuss the development of their thinking about and analysis of major themes in the modules. In particular the development of research skills (which is an intrinsic part in each of the mandatory 30 credit level 5 and 6 modules) is a key approach in the programme to develop intellectual skills.

At every level, students have different opportunities to develop skills of reflection in applied settings, including through small group sessions, written accounts, and presentations. In all modules, students are engaged in tasks and where appropriate assessments, which help them to develop their personal skills across a range of relevant disciplines, and to reflect on their own learning and that of others. Students will have access to Blackboard and other technologies to assist in their learning and assessment. Blackboard will contain useful information, lecture presentations, discussion areas and other online resources. It will also provide the opportunity for reflective tasks, and group interaction and reflection outside formal taught sessions.

Although the course is not practice-based nevertheless practical and transferable skills are addressed implicitly in all modules and explicitly in some. There is a clear progression in skills from level 4 to level 6 across all the different strands offered by the degree. The mandatory modules build progressively on reflective, analytical and research skills throughout the course. Many optional modules have a specific focus on particular areas of knowledge and skills that are directly applicable to future workplaces and specifically address transferable skills, for example SEND3003 (Professional Roles and Contexts in SEND and Inclusion). A key module with regard to these transferrable skills is EDST 2/3123 (Work Experience). Though not a mandatory module, any student considering entering into an educational or SENDI career, in whatever capacity, is strongly advised to take this module.

Learning and teaching methods which support and develop these practical and transferable skills include: demonstrations, seminars, tutorials, student led presentations, visits to educational and other relevant facilities, and on line activities. Assessments are varied and include: essays, group presentations, reviews of literature and audio visual materials and reports. Examples of assessment include student led presentations, ICT based discussions and presentations, student reflective journals, independent research activity, individual and group presentations, poster presentations, literature reviews, research projects, portfolios.

14. Assessment Strategy

The assessment strategy for the BA (Hons) Special Educational Needs, Disabilities and Inclusion is designed to assess the students' knowledge and skills across practical, theoretical and work based learning. The strategy at all levels includes written assessments to assess subject knowledge and the critical exploration of ideas; reflective portfolios and essays to enable students to engage with and lead their own learning and personal development; and

presentations to support student development in terms of delivery skills and the sharing of knowledge. There are opportunities at levels 5 and 6 for students to undertake elements of work based learning, where students are assessed on their ability to apply knowledge and skills developed through the programme of study to reflect on professional practice.

At level 4 the assessment is weighted towards understanding significant issues in special education, disabilities and inclusion; personal skill-based practical assessments; individual written assignments; reflective writing with a focus on skill development; and group presentations. At level 5, the assessments are focused written assignments that require application of a wider range of knowledge, paired or individual presentations and reflective writing. At level 6 there are a wide variety of assessment options with a strong focus on research-led work and individual presentations in order to develop criticality.

Students receive detailed feedback on assessments, including advice that is intended to inform subsequent work and develop competency in successfully completing assessments. Students will receive formative feedback on a regular basis in preparation for summative assessments. Within level 4 modules where there is a formal presentation as part of the summative assessment, students will receive feedback on non-assessed presentations in preparation for formal assessment. The criteria for assessment will be posted on the relevant module outlines and on Blackboard. All assessments, whether written or as presentations, will be subject to moderation through second marking, and where appropriate the recording of presentations and collection of presentation materials. Group and individual tutorials across all levels provide formative feedback with regards to written work. Where assessments include reflective writing, support will be given to assist students to structure their work. Where there is more than one assessment item required to pass a module it is envisaged that submission dates will be set so as to allow feedback from early assignments to inform subsequent assessments where possible, particularly where the assessment of learning outcomes overlap. All marking guidance makes reference to academic skills and the feedback provided should be transferable across modules.

Appropriate support in teaching, learning and assessment for students with disabilities is provided in conjunction with the [University Disability and Dyslexia Service](#).

15. Programme structures and requirements

The programme is a full time or part time degree in accordance with UW policy.

Award map for: Single Honours award (BA) at Levels 4, 5 and 6

The programme learning outcomes shown in section 13 describe the knowledge, understanding and skills that students will have demonstrated on achievement of their intended qualification award. Students who do not complete their full programme of study may qualify for an alternative award and the approved exit awards for this programme are listed in section 20 of the programme specification.

- For an Honours degree, exit awards are available at level 4 (Certificate of Higher Education), level 5 (Diploma of Higher Education) and level 6 (Degree without Honours on achievement of 60 level 6 credits).
- The precise learning outcomes of a Degree without Honours are determined by the modules taken and passed at level 6 and can be identified from the table below.

Course Title: BA (Hons) Special Educational Needs, Disabilities and Inclusion

Level 4					
Module Code	Module Title	Credits (Number)	Status Mandatory (M) or Optional (O)	Pre-requisites (Code of Module required)	Co-requisites/ exclusions and other notes*
SEND1003	Introduction to SEND and Inclusion: History and Legislation	30	M	None	None
SEND1004	Specific Learning Difficulties: overcoming barriers	15	M	None	None
POED1003	Introduction to Primary teaching	15	O	None	None
ECPP1103	Health & Well Being in Early Childhood	15	O	None	None
EDST1101	Foundations in Education	30	O	None	None
EDST1111	Equality and Diversity	30	M	None	None
SEND1005	Exploring Mental Health in Childhood and Adolescence	15	M	None	None
SPRT1027	Adapted Physical Activity, Sport & Disability	15	O	None	None

Single Honours Requirements at Level 4

Single Honours students must take 120 credits in total, 90 of which must be drawn from the table above. Single Honours students may also choose to take elective modules to the value of 30 credits from the listing of elective modules provided for taught courses degree programmes, or take additional modules from the table above to the value of 30 credits.

Level 5					
Module Code	Module Title	Credits (Number)	Status Mandatory (M) or Optional (O)	Pre-requisites (Code of Module required)	Co-requisites/ exclusions and other notes*
SEND2001	Researching Interdisciplinary Approaches to Inclusive Practice	30	M	SEND1003	None
SEND2002	Global Perspectives and SEND	15	M	None	None
SEND2003	Understanding Autism Spectrum Condition	15	M	SEND1004	None
EDST2111	From Exclusion to Inclusion	30	M	None	None
EDST2123	Work Experience	15	O	None	None
EDST2141	Equality and Diversity in Lifelong Learning Sector	15	O	None	EDST 3141
EDST2142	Mentoring and Coaching in Education	15	O	None	None
APHS2009	Concepts of mental health	15	O	None	None
SPRT2037	Sport and disability	15	O	None	None

Single Honours Requirements at Level 5

Single Honours students must take 120 credits from the table above to include EDST2111, SEND2001, SEND2002 and SEND2003. Single Honours students may also choose to take elective modules to the value of 30 credits from the listing of elective modules provided for taught courses degree programmes, or take additional modules from the table above to the value of 30 credits.

Level 6					
Module Code	Module Title	Credits (Number)	Status Mandatory (M) or Optional (O)	Pre-requisites (Code of Module required)	Co-requisites/ exclusions and other notes*
SEND3001/3002	Independent Study	30	M	SEND2001	None
SEND3003	Professional Roles and Contexts in SEND and Inclusion	30	M	None	None
SEND3004	Identity, Inclusion and Social Justice	15	M	None	None
SEND3005	Assistive Technologies in Practice	15	M	None	None
EDST3112	Policy-making in Education	15	O	EDST 1101 or SEND1003	None
EDST3123	Work Experience	15	O	None	None
EDST3127	Critical Perspectives on 'Special Educational Needs'.	15	O	None	None
EDST3128	Extension Module	15	O	None	None

Single Honours Requirements at Level 6

Single Honours students must take 120 credits from the table above to include SEND3001/2, SEND3003, SEND3004 and SEND3005

16. QAA and Professional Academic Standards and Quality

This award is designed with reference to section A of the UK Quality Code for Higher Education and in line with the relevant FHEQ qualification descriptor. The intended learning outcomes of the course are allied to the [QAA Subject Benchmark Statement: Education Studies](#) (2015). The content and delivery of has been written in light of these benchmarking statements. Thus the Special Educational Needs, Disabilities and Inclusion course provides opportunities for students to demonstrate aspects of the areas covered by the Education Studies benchmark statements (2015), including knowledge and understanding that students should be able to critically understand and analyse; abilities that students should be able to demonstrate, aspects of their own learning that students should be able to reflect on; and key transferable skills. It also provides the opportunity to analyse the historical, social, political, cultural and educational issues associated with Special Educational Needs, Disabilities and Inclusion in a local, national and global context.

Common to all modules is the opportunity to learn through the integration of theory with practice. Although students are expected to engage with a challenging and suitable range of theories, concepts and principles, the applied context within which a student learns is a key element of the course and features in the form of educational visits and visiting speakers, in addition to case studies.

This award is located at level 6 of the FHEQ

Full copies of the above documents can be found by visiting the [AQU website](#) or use the direct link to the QAA website:

<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/HLST08.pdf>

17. Support for students

This course has a close knit team of academic and support staff. Due to the nature of the programme delivery students spend a significant amount of time with the staff, in taught sessions and tutorials, encouraging a close and trusting working relationship. Students are supported by University Tutors through the University system of personal academic tutors.

The programme has a strong vocational focus and as such guidance and support is provided with regards to employment opportunities.

The University's Student Services offers a range of support and guidance opportunities, details of which can be accessed at <http://www.worcester.ac.uk/student-services/index.htm>

Personal Academic Tutor System

Each student will be allocated a Personal Academic Tutor from within the Course Team, in accordance with University policy. Students will be given an opportunity to meet with their Personal Academic Tutor during induction sessions and the intention behind the system is that students will develop a close working relationship, so that the tutor builds up a clear picture of progress throughout the course. The Personal Academic Tutor will be able to offer both academic and pastoral advice and should be the main contact throughout the course.

The Personal Academic Tutor will encourage the student to take responsibility for their own personal and professional development planning. Structured face-to-face and on-line support typically covers the following:

- Awareness of own strengths and weaknesses
- A clear vision of what students want to achieve through HE study

- Greater understanding of how study in this discipline area at the University can help towards personal and career goals
- Responsibility for choices in modules, work and social life
- A reflective approach to all the feedback received on work
- A sense and a record of progression and achievement in the development of subject and generic skills and attributes (qualities)
- An ability to use this greater awareness to articulate the benefits of the HE experience to others including employers

The Personal Academic Tutor will also:

- Respond to the student's requests for support and help with problems which affect academic work either at subject level or by referral to other University facilities
- Provide information for and assist in the drafting of the University reference.

Students should meet their Personal Academic Tutor four times a year at meetings which are timetabled into the structure of the course, although occasionally students may also need to contact their tutor at other times, particularly if the student is experiencing problems.

Study Skills

Effective study skills are a vital element in achieving academic success on the course. During time at the University students will be judged on their performance in coursework and assignments, and will need to develop successful research and study techniques in order to do well. Study skills are embedded within mandatory modules to provide an incremental approach to learning and support during the course. Assessments enable students to develop team work and influencing skills in addition to those needed for independent academic work; enhancing employability.

The Study Skills Advice Sheets (available from the link below) have been developed in order to help students to plan and carry out their coursework and assessments, making the most of the time available and helping students to achieve their potential.

<http://www.worcester.ac.uk/studyskills/>

The [Disability and Dyslexia Service](#) within Student Services provides specialist support on a one to one basis. The University has an Equal Opportunities Policy, together with equality schemes and action plans promoting equality in relation to race, disability, gender, age and sexual orientation. Progress in implementation is monitored by the Equality and Diversity Committee.

18. Admissions

Admissions policy

The course seeks to recruit students from many backgrounds (young people leaving school/college, adults in work, mature students and international students). The admissions policy is to offer a place to any student deemed to be capable of success and who is likely to substantially benefit from the programme. We support the University's mission statement of increasing access, widening participation, equality, diversity, inclusion and to assisting students to achieve their potential.

Entry requirements

Normally 5 GCSEs at Grade C or above, to include English and Maths, plus a minimum of 2 and maximum of 3 ½ A Levels or equivalent Level 3 qualifications. The current UCAS Tariff requirements for entry to the course are published in the prospectus. There is a requirement for an enhanced criminal records check, via the Disclosure and Barring Service (DBS) for elements of this course that take place in schools and with children (namely the optional Work Experience modules). This check will be undertaken by the University.

Recognition of Prior Learning

Details of acceptable level 3 qualifications, policy in relation to mature students or applicants with few or no formal qualifications can be found in the prospectus or on the University webpages. Information on eligibility for recognition of prior learning for the purposes of entry or advanced standing is also available from the University webpages or from the Registry Admissions Office (01905 855111).

Further information on Recognition of Prior Learning can be found at <http://www.worcester.ac.uk/registryservices/941.htm>

Admissions procedures:

Full-time applicants apply through UCAS (*course code X360*).

The current UCAS Tariff requirements for entry to this course are published in the prospectus.

Applicants will be selected on their ability to demonstrate through their UCAS application knowledge, skills and experience in the following areas:

- An interest in area(s) relating to Special Educational Needs, Disabilities and Inclusion;
- A thoughtful understanding of issues relating to the focus of the degree;
- Study skills including independent and team working

The admissions process does not include an interview, although this is an option if there are areas of the UCAS application that need clarification or additional detail. Normally, the offer of a place on the course will be based on an appraisal of the personal statement and reference.

Admissions/selection criteria

The UCAS application form is used to ensure that the applicant has sufficient academic qualifications and experience to be able to engage with the course. Applicants are told of the success or failure of their application through email.

19. Methods for evaluating and improving the quality and standards of teaching and learning

Each semester a Course Management Committee will be constituted by the active teaching team and an appropriate number of Course Representatives (StARs) from each year. The same quality and review process that exists for other courses in the Institute of Education will be followed, such as Annual Evaluation Reports, making use of external examiner reports to inform course, module and assessment planning, and end of module evaluations to make use of student feedback.

The UW External Examiner and post Exam Board module moderation system (through Course Management Committees) will apply to this course.

Staff will be subject to the usual supportive review and appraisal systems adopted through the Institute of Education. Feedback and a close liaison will be sought from employers involved in the various student experiences.

The Institute has a dedicated Learning and Teaching Sub-Committee which adopts an evaluative, evidence based approach to the implementation of new, innovative learning and teaching methods.

In addition, feedback from the annual University Student Survey (UWSS) and National Student Survey (NSS) will feed into course development and enhancement.

20. Regulation of assessment

The course operates under the University's [Taught Courses Regulatory Framework](#).

Requirements to pass modules

- Modules are assessed using a variety of assessment activities which are detailed in the module specifications.
- The minimum pass mark is D- for each module.
- Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Some modules have attendance requirements.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outlines.

Submission of assessment items

- Students who submit course work late but within 5 days of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 5 days but within 14 days of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations see Taught Courses Regulatory Framework.

Retrieval of failure

- Students are entitled to re-sit failed assessment items for any module that is awarded a fail grade, unless the failure was due to non-attendance.
- Reassessment items that are passed are graded at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module once (or, in some circumstances, take an alternative module).

Requirements for Progression

- Students at Level 4 may be permitted to progress to Level 5 when they have passed at least 90 credits at Level 4.
- Students at Level 5 may be permitted to progress to Level 6 when they have passed at least 90 credits at Level 5.
- A student who fails 90 credits or more due to non-submission will be required to withdraw from the University.
- Students who pass less than 90 credits but have submitted all items of assessment will be required to retake modules.

Requirements for Awards

Award	Requirement
CertHE	Passed 120 credits at Level 4 or higher
DipHE	Passed a minimum of 240 credits with at least 90 credits at Level 5 or higher
Degree (non-honours)	Passed a minimum of 300 credits with at least 90 credits at Level 5 or higher and a minimum of 60 credits at Level 6

Degree with honours	Passed a minimum of 360 credits with at least 90 credits at Level 5 or higher and a minimum of 120 credits at Level 6
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Classification (honours degrees)

The degree classification will be determined by whichever of the following two methods results in the higher classification:

- Classification determined on the profile of the best grades from 60 credits attained at Level 5 and the best grades from 60 credits at Level 6 (although 120 credits need to be passed at Level 6). Level 5 and Level 6 grades count equally in the profile.
- Classification determined on the profile of the best grades from 120 credits attained at Level 6 only.

For further information on honours degree classification, see the [Taught Courses Regulatory Framework](#).

21. Indicators of quality and standards

The quality and standards of the course are monitored by the Institute Quality Committee and by an external examiner. The annual external examiner's report serves as confirmation that academic standards are being upheld and appropriate actions are put in place to enhance student learning and raise student levels of achievement. The course leader also completes an annual evaluation report that considers statistical data on quality and standards as well as feedback from students and other stakeholders. Final year students also complete the National Student Survey and the careers of graduates are tracked. Students undertake the internal University of Worcester Student Survey during Levels 4 and 5. Grades are tracked in Course Management Committee meetings. End of module evaluations are used to monitor and track standards and quality.

This is a new course, and so data is not available on the student experience. However, a comparable course is the BA (Hons) Education Studies. 74% of students on that course agreed that they received sufficient advice and support during their studies. 83% agreed that staff were good at explaining things, and 95% were in work or study six months after finishing.

As part of the course approval process, reports were received from independent academics from other universities. Key elements in the quality of the course were identified thus:

This looks really interesting, valuable and exciting and I can see this would be a really useful addition to the portfolio in the current climate. The programme meets the relevant subject benchmarks and is designed in accordance with the QAA Quality Code and the QAA Subject Benchmark Statement. The programme offers students adequate subject-matter knowledge as well as an opportunity to develop a wide range of employability skills.

Other scrutineers, including employers, commented:

- 'I can imagine [this degree] would have great benefit for enhancing care standards for people who have disabilities' (Worcester Snoezelen's centre manager);
- 'I think it is a good idea to have a specific course such as this. We see a lot of young people who struggle with education, whether this is the ability to learn at the pace expected of them, or to learn in a school environment. Understanding why this is, and how this can be overcome, can only be a good thing. (senior social worker from an independent fostering agency)

- ‘Funding and how these children are provided for within an educational setting has changed dramatically and there is increased need to be able to understand the needs of children and match that with the resources and funding available.’ (Primary school Teaching Assistant, trained in speech and language SEN)

The consensus was that the proposal was fit for purpose and that a range of contextual and current issues could be explored thoroughly through the modules proposed.

Relevant teaching staff on the course hold high levels of academic and professional qualification including teaching qualifications (QTS, HEA Fellowships) and Masters and PhDs in relevant fields. Staff are also involved in producing peer reviewed and practitioner publications including guidance for teachers and international conference presentations. They are also actively engaged in unfunded and funded research projects in the areas of special educational needs, disabilities, inclusion and education.

22. Graduate destinations, employability and links with employers

The University of Worcester and its Institute of Education are committed to developing highly employable graduates through careful course design, engagement with potential employers, and through the development of student employability. Student employability is developed within the course through the provision of opportunities for students to build the skills, understanding and personal attributes required for employment, particularly through work placements, through optional additional qualifications and support for student employment. Modules focusing on mentoring and coaching, and appreciating the role of multidisciplinary professionals, contribute to students’ employability skills. This affords those undertaking the degree the option to work in the following fields and/or roles:

- Youth work
- Learning Support Mentors
- Parent Partnership and Family Support Workers
- Advocate for SEN and Disability Rights
- In social care settings: for example as residential and respite care worker; centre manager
- Charities and other disability organisations such as Worcester Snoezelen
- The private sector
- As a special educational needs support assistant in school, FE or HE setting
- Social Worker / Health Professional (with further study at post-graduate level)

Access to the UW PGCE programme, School Direct programme or Assessment Only Route (depending on teaching experience) in Primary Education will provide a progression route to QTS for some students following successful completion of the degree. Graduates may also progress to the MA (Education) including its well established Special and Inclusive Education pathway.

Graduate destinations

On completion of the BA (Hons) Special Educational Needs, Disabilities and Inclusion degree it is anticipated that many students will progress to working in schools or in the voluntary or charitable sectors both in the UK and overseas. In addition some students may wish to gain QTS via PGCE programmes or other routes into teaching.

Student employability

A number of initiatives are in place or planned in order to develop the employability of students undertaking the BA (Hons) Special Educational Needs, Disabilities and Inclusion:

- 'Earn As You Learn (EAYL)' and 'Learn As You Volunteer (LAYV)' schemes - opportunities for students to engage in meaningful employment during their time of study at the University of Worcester are available.
- The opportunity to undertake Work Experience modules at Levels 5 and 6 provides engagement with employment situations in order to develop knowledge, skills, networking and reflection; in addition the use of educational visits and visiting speakers embeds the applied nature of the course.
- Support and guidance is provided by the Institute of Education for students wishing to pursue a career as a primary school teacher and students will have the opportunity to apply for postgraduate courses in Initial Teacher Education at the University of Worcester.
- The course is designed to support students' development of employability skills at each stage. Support with study skills, including academic writing in different styles, referencing, criticality and reflection is embedded within mandatory modules. At Level 5 and 6 employability skills are developed through modules which focus on mentoring and coaching, managing change, developing global perspectives, citizenship approaches to learning and teaching. Students are able to choose from these option modules in order to tailor their studies according to career progression interests.

Specifically the course prepares students for a range of employment opportunities within the field of SENDI by embedding case studies and input from practitioners.

Links with employers

The course maintains active links with employers both locally and further afield. Employer engagement meetings take place on a regular basis to ensure the course content and ethos is fit for purpose in the eyes of the employers via steering party meetings with a range of stakeholders.

Additionally links will be sought with settings that have specialist SEND facilities, for example for specialist teaching sessions and student placement experiences. Worcester Snoezelen and the Royal Mencap Society have expressed an interest in being actively involved in the development of the course and interaction with students; and a range of special schools and other settings (for example Fort Royal, Regency High, Top Barn), who already work in partnership with UW to offer work-based placements and other learning experiences, have indicated they will support sessions and placements for students studying the BA (Hons) Special Educational Needs, Disabilities and Inclusion.

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in associated course documentation e.g. course handbooks, module outlines and module specifications.