

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

This document applies to Academic Year 2024/25 onwards

1.	Awarding institution/body	University of Worcester
2.	Teaching institution	University of Worcester
3.	Programme accredited by	N/A
4.	Final award or awards	BA (Hons)
5.	Programme title	Special Educational Needs, Disabilities, and Inclusion
6.	Pathways available	Single Honours
7.	Mode and/or site of delivery	Standard taught programme at the University of Worcester.
8.	Mode of attendance and duration	Full time and part time, modules may be timetabled within the normal timetabled hours of the university, some optional modules may be taught at the weekend or in evening sessions.
9.	UCAS Code	Single Honours: Special Educational Needs, Disabilities, and Inclusion (X360)
10.	Subject Benchmark statement and/or professional body statement	The course is mapped against the subject benchmarks for Education Studies (2019)
11.	Date of Programme Specification preparation/ revision	Approved June 2022 August 2022 – summer updates August 2022 – AQU amendments July 2023 – Annual updates April 2024 – CMAS Amendments

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 and young people aged 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). The course 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 a dissertation.

The course aims to:

- a) Develop a depth and breadth of integrated knowledge, experience, skills and understanding (including research and practice) relevant to Special Educational Needs, Disabilities, and Inclusion.
- b) Develop a critical engagement with a variety of theoretical frameworks and models that influence and impact on 'Inclusion'.
- c) Provide opportunities for students to develop an understanding of neurodiversity (and other related concepts), special educational needs, and disabilities.
- d) Examine issues of inclusion in education, plus aspects of health and social care within wider society including transition into adulthood.
- e) Develop a critical appreciation of the global and historical context of special educational needs, disabilities, and inclusion.
- f) Provide opportunities for students to develop personal, professional, and academic competency and skills to prepare them for their chosen careers.
- g) Explore and deepen an understanding of 'person-centred' behaviours and values including reflection, empathy, and respect.
- h) Analyse education through a curriculum which is 'socially just', sensitive to equality, diversity, sustainability, inclusion, and affirmation.
- i) Encourage and enable students to become independent researchers, including the completion of a dissertation in their chosen field.

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

Knowledge and Understanding		
No.		Module Code/s
1	On successful completion of the named award students will be able to demonstrate a critical systematic understanding of: The underlying values and principles relevant to SENDI including conceptual and theoretical perspectives.	SEND2108 SEND3004
2	The diversity of learners with varied needs and the range of ways in which participants (including learners and professionals) can influence inclusive education.	SEND2003 SEND3003 SEND3005
3	The societal and organisational structures and purposes of relevant local and global systems, and the possible implications for individuals with SEND.	SEND2002 SEND3001/3002 SEND3004

Cognitive and Intellectual skills		
No.	On successful completion of the named award, students will be able to demonstrate:	Module Code/s
4	The ability to reflect on their own and others' value systems relating to SENDI contexts and policy, identifying potential connections and discontinuities.	SEND2108 SEND3004
5	An appreciation of the uncertainty, ambiguity and limits of knowledge, through analysis and enquiry of a range of sources relevant to SENDI, including theoretical and research-based evidence.	SEND2001 SEND3001/3002 SEND3005
6	The acquisition of methods and skills, demonstrated through processing and synthesising of data, in order to locate and justify a personal position relating to SENDI.	SEND2001 SEND2108 SEND3001/3002

Skills and capabilities related to employability		
	On successful completion of the named award, students will be able to:	Module Code/s
7	Identify and reflect upon global and social responsibilities applicable to SENDI contexts.	SEND2002 SEND2108 SEND3004
8	Demonstrate cultural awareness and an understanding of the ethical impact on SENDI policy.	SEND2001 SEND3001/3002 SEND3004
9	Actively and responsibly use technology to create, communicate and collaborate on relevant SENDI projects.	SEND2002 SEND3003 SEND3005
10	Describe and comment on current research in SENDI, in a systematic way to investigate problems and techniques related to inclusive practice, proposing viable solutions.	SEND2108 SEND3001/3002 SEND3004
11	Work in a team and communicate effectively to a range of both specialist and non-specialist audiences relevant to SENDI contexts.	SEND2002 SEND3003

Transferable/key skills		
No.	On successful completion of the named award, students will be able to:	Module Code/s
12	Devise and sustain arguments in speech and writing using relevant specialist vocabulary to communicate ideas to appropriate audiences, using ideas and techniques some of which are at the forefront of a discipline.	All level 6 modules
13	Critically evaluate arguments, assumptions, abstract concepts and data, (including numerical if appropriate), presenting research in an appropriate format, incorporating technology.	SEND2001 SEND3002 SEND3005
14	Articulate their own approaches to learning and organise an effective work pattern, demonstrating personal initiative, decision making and critical reflection.	SEND2108 SEND3001/3002
15	Review, consolidate, extend and apply knowledge and understanding to identify, assess and plan for meeting the needs of individuals with SEND, accommodating new principles and understandings.	SEND2003 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 are 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 SEND1003, and students are introduced to mental health issues in SEND1005. Students can explore neurodiversity and the associated educational enablers in SEND1004. During their first year, students are encouraged to reflect and build upon their academic and social skills in SEND1107, preparing them for independent learning in HE. 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, presentations, portfolio building, the making of resources, and case-study reports.

Level 5 provides the opportunity to develop an understanding of global perspectives (SEND2002) as well as specific complex conditions (SEND2003) to build on the introductory modules in Level 4. SEND2001 (SENDI Enquiry) 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 introduces 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 Dissertation at level 6. This is complemented by SEND2108 which encourages students to become a reflective learner and practitioner. 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, audits, reports and diaries. This continues into Level 6, where students explore professional roles and assistive technologies thus experiencing a variety of communities and contexts relevant to Inclusive practice. All students will be supported in Level 6 with their development of the Dissertation through bespoke tutorial support. Level 6 fosters increased independent learning, and student-guided learning opportunities, to prepare the students for further study at Level 7, either as a part of a Master's programme or a PGCE.

Teaching

Students will be taught by a teaching team whose expertise and knowledge are closely matched to the content of the modules on the course. The team includes experienced staff from Higher Education, Further Education, school and related organisations and employers. Teaching staff are all actively engaged in subject related research and professional development activities. Teaching is informed by research and consultancy, and all lecturers are currently completing or have a higher education teaching qualification, Fellowship or Senior Fellowship of the Higher Education Academy.

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. 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. Student's learning is also supported by a Personal Academic Tutor who provides pastoral support, as well as support for academic development and employability of their allocated tutees. 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.

Contact time

In a typical week students will have around 12-16 contact hours of teaching. The precise contact hours will depend on the optional modules selected and in the final year there is normally slightly less contact time to do more independent study. Learning and teaching methods support and develop practical and transferable skills. Typically, class contact time will be structured around:

- Interactive lectures
- Workshops
- Seminars
- Tutorials
- Student led presentations.
- Visits to educational and other relevant facilities
- Online activities.

Independent self-study

In addition to the contact time, students are expected to undertake around 20-25 hours of personal self-study per week. Typically, this will involve reading, preparing assignments, activities to consolidate and extend understanding and online learning. Independent learning is supported by a range of excellent learning facilities, including the Hive and library resources, the virtual learning environment, and extensive electronic learning resources.

Although the course is not practice-based, practical and transferable skills are nevertheless 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 areas of knowledge and skills that are directly applicable to future workplaces and specifically address transferable skills, for example EDST2/3123 (Work Experience). Though not a mandatory module, any student considering entering an educational or SENDI career, in whatever capacity, is strongly advised to take this module. This module provides students with the opportunity to engage in work-based learning as part of their studies.

Assessment: The course provides opportunities to test understanding and learning informally through the completion of practice or 'formative' assignments. Each module has one or more formal or 'summative' assessment which is graded and counts towards the overall module grade.

Assessments are varied and include: essays, presentations, evaluating resources, case-studies, 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, research projects and portfolios.

The precise assessment requirements for an individual student in an academic year will vary according to the mandatory and optional modules taken, but a typical formal summative assessment pattern for each year of the course is:

Year 1: 1x case study, 2x resources, 2x evaluations, 1x presentation, 1xreport, 2x reflective journals, 1x portfolio.

Year 2: 1x plan, 3 x reports, 1x reflective log, 1x portfolio, 1xproposal, 1x evaluation.

Year 3: 1xpresentation, 1xreport, 1xreflective log, 1x report, 1xdissertation.

Further information about assessment is included in section 14.

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 that enable students to demonstrate a critical understanding of subject knowledge, while reflective portfolios and essays enable students to lead their own learning and professional development. Assessed presentations enable students to develop planning and communication skills. 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 to develop criticality. Assessment is designed to be inclusive and adopts a range of techniques ensuring assessments have utility in the real world of professional practice, address the aims of an [inclusive assessment policy](#) as well as meeting academic requirements meeting level 4, 5 and 6 characteristics. Assessment reflects the [University's Assessment Policy](#).

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 each item of assessment will be posted on the relevant module outlines and on Blackboard. All assessments, whether written or 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 to allow feedback from early assignments to inform subsequent assessments where possible, particularly where the assessment of learning outcomes overlap. All marking guidance refers 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

Programme structures and requirements

The BA (Hons) Special Educational Needs, Disabilities, and Inclusion is a 3-year and full-time programme. It is timetabled for 24 weeks per year, across 2x12 week semesters.

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

Level 4			
Module Code	Module Title	Credits (Number)	Status Mandatory (M) or Optional (O)
SEND1003	Introduction to SEND and Inclusion: History and Legislation	30	M
SEND1004	Understanding Neurodiversity: Enabling Inclusive Practice	30	M
SEND1107	Aiming Higher: Independent Learning in HE	15	M
SEND1005	Exploring Mental Health in Childhood and Adolescence	15	M
CODE xxxx	Optional modules offered by Centre for Academic English and Skills/Institute of Education	15/30	O
EDST1402	Children and Young People's Wellbeing and Social and Digital Media	15	O
EDST1401	The 'What If?' curriculum: Creativity and Education	15	O
SPRT1027	Adapted Physical Activity, Sport and Disability	15	O

Single Honours Requirements at Level 4

Single Honours students must take 120 credits in total to include all mandatory modules, SEND1003, SEND1004 and SEND1107 and SEND1005, and optional modules - which can include up to 15/30 credits drawn from a range of modules in: Academic English for native and non-native speakers of English; Teaching English as a Foreign Language (TEFL) and modules in Tutoring. Details of the available modules can be found here <https://www.worcester.ac.uk/life/help-and-support/centre-for-academic-english-and-skills/optional-modules.aspx>

Level 5					
Module Code	Module Title	Credits (Number)	Status Mandatory (M) or Optional (O)	Prerequisites (Code of Module required)	Co-requisites/ exclusions and other notes*
SEND2001	SEND Inquiry	30	M	SEND1003	None
SEND2002	Global Perspectives and SEND	15	M	None	None
SEND2003	Understanding Autism and other Complex Conditions	30	M	SEND1004	None
SEND2108	Becoming a Reflective Learner and Practitioner	15	M	SEND1107	None
SPRT2037	Sport and Disability	15	O	SPRT1027	Exclusion SPRT2042
SPRT2042	Teaching Special Educational Needs and Disability PE in Schools	15	O	None	Exclusion SPRT2037
EDST2401	The Psychology of Teaching and Learning	15	O	None	None
EDST2403	Safeguarding in Education: Learning Lessons	15	O	None	None
EDST2402	Education at Work 1: Placement and work-based learning	15	O	None	None
CODExxxx	Optional modules offered by Centre for Academic English and Skills/Institute of Education	15/30	O	None	None

Single Honours Requirements at Level 5

Single Honours students must take 120 credits in total to include all mandatory modules SEND2001, SEND2002, SEND2003 and SEND2108.

Optional modules can include up to 15/30 credits drawn from a range modules in: Academic English for native and non-native speakers of English; Teaching English as a Foreign Language (TEFL) and modules in Tutoring. Details of the available modules can be found here <https://www.worcester.ac.uk/life/help-and-support/centre-for-academic-english-and-skills/optional-modules.aspx>

Level 6					
Module Code	Module Title	Credits (Number)	Status Mandatory (M) or Optional (O)	Prerequisites (Code of Module required)	Co- requisites/ exclusions and other notes*
SEND3001/3002	Dissertation	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
SEND3006	Understanding the Social, Emotional, and Mental Health Needs of People with SEND	15	O	None	None
SPRT3041	Contemporary Issues in Disability Sports Coaching and PE	15	O	SPRT2037 Or SPRT2042	None
EDST3123	Work Experience	15	O	None	None
EDST3128	Extension Module	15	O	None	None
EDST3112	Policy Making in Education	15	O	SEND1003	None
EDST3114	Disaffection in Education	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 and optional modules from SEND, Education Studies or Sports and Disability studies.

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 skills outlined in the University grade descriptors, graduate attributes and learner journey toolkit. The content and delivery have been written considering these statements. Thus, the Special Educational Needs, Disabilities and Inclusion course provides opportunities for students to demonstrate aspects of the areas covered, 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 insights into 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 [OfS sector recognised standards](#), and is mapped against the [Education Studies benchmark statement](#)

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:

<https://www2.worc.ac.uk/firstpoint/>

<https://www.worcester.ac.uk/life/help-and-support/services-for-students/home.aspx>

<https://www2.worc.ac.uk/disabilityanddyslexia/>

Personal Academic/ Careers Tutor System

Each student will be allocated a Personal Academic/Careers Tutor (PACT) from within the Course Team, in accordance with University policy. Students will be given an opportunity to meet with their PACT 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 PACT will be able to offer both academic and pastoral advice and should be the main contact throughout the course.

The Personal Academic/Careers 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.

Working with your Personal Academic Tutor

- The 'Working in Partnership' project was applied to the SENDI degree, and all students receive a minimum of four PACT tutorials a year. These function as 'staging posts' whereby students are continuously supported in their development.
- A log of PACT meetings is made using SOLE students notes pages. PACTs provide information relevant to the discussions that occur at each 'staging post.' Meetings notes are made available to students.
- Students can send a 500-word draft of each assignment to PACTs for formative feedback. Tutorials are also used to support students with development of assignment plans.
- In some cases, students require additional PACT meetings to enhance support. This usually occurs for pastoral reasons.
- The SENDI team plan to utilise relevant online social platforms to develop a sense of community within PACT groups, starting academic year 2022-2023.

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 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 teamwork and influencing skills in addition to those needed for independent academic work, enhancing employability.

18. Admissions

Admissions policy

The University aims to provide fair and equal access to a University education to all those who have the potential to succeed or benefit from it, through a policy of equal opportunity regardless of race, gender, disability, sexual orientation, religious belief, or age. Admissions to BSc (Hons) Special educational Needs, Disability and Inclusion are made in line with the University's [Admissions Policy](#).

The University is committed to widening participation to applicants from diverse backgrounds and therefore welcomes applications from young people leaving school or college, and from those entering through less traditional routes. Applications from mature applicants, particularly those with experience in health and care are encouraged.

Entry requirements

The normal minimum entry requirement for undergraduate degree courses is the possession of 4 GCSEs (Grade C/4 or above) and a minimum of 2 A Levels (or equivalent Level 3 qualifications).-

The current UCAS Tariff requirements for entry to this course are published in the prospectus and on the UW website <https://www.worc.ac.uk/journey/a-z-of-courses.html>

See [Admissions Policy](#) for other acceptable qualifications.

Disclosure and Barring Service (DBS) requirements

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 and students will be supported with a DBS application prior to taking the module. It is not a pre-requisite of the course.

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. 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 to pass a module, and in some modules, a pass mark in each item of assessment may be required.

- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outlines.

Submission of assessment items

- A student who submits course work late but within 7 days (one week) of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- A student who submits work later than 7 days (one week) 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

- A student is entitled to re-sit failed assessment items for any module that is awarded a fail grade.
- Reassessment items that are passed are capped at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module); the module grade for a re-taken module is capped at D-.
- A student will be notified of the reassessment opportunities in the results notification issued via the secure student portal (SOLE). It is the student's responsibility to be aware of and comply with any reassessments.

Requirements for Progression

- A student will be permitted to progress from Level 4 to Level 5 if, by the time of the reassessment Board of Examiners, they have passed at least 90 credits at Level 4. Outstanding Level 4 credits must normally be studied in the following academic year.
- A student will be permitted to progress from Level 5 to Level 6 if, by the time of the reassessment Board of Examiners, they have passed at least 210 credits, including 90 credits at Level 5. Outstanding Level 5 credits must normally be studied in the following academic year.
- A student who, by the time of the reassessment Board of Examiners, has failed 90 credits or more (after exhausting all reassessment opportunities) during the academic year, will have their registration with the University terminated
- If a student has not passed at least 90 credits by the reassessment Board of Examiners, the student is not permitted to progress to the next level and will be required to either complete outstanding reassessment or retake the failed modules the following academic year. Students will be able to carry forward any passed modules.

Requirements for Awards

Award	Requirement
Certificate of Higher Education CertHE Special Educational Needs, Disabilities and Inclusion	In order to be eligible for the exit award of Certificate in Higher Education in the named subject/area of study, a student must have passed at least 120 credits in total including the mandatory modules for Level 4 of the award as specified on the award map.
Diploma of Higher Education DipHE Special Educational Needs, Disabilities and Inclusion	In order to be eligible for the exit award of Diploma in Higher Education in the named subject/area of study, a student must have passed at least 240 credits in total including the mandatory modules for Level 4 and Level 5 of the award as specified on the award map.
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,

	including the mandatory modules for Level 5 and Level 6 of the award (not the Dissertation module) as specified on the award map.
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, as specified on the award map.

Classification

The honours classification will be determined by whichever of the following two methods results in the higher classification.

- Classification determined on the profile of the 120 credits attained at Level 5 and 120 credits at Level 6. Level 5 and Level 6 grades are weighted on a ratio of 1:2. OR
- Classification will be based on the weighted average grade together with a requirement for at least half of the Level 6 grades to be in the higher class.

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

Note that the above methods apply to students entering Level 4 of three or four year degree programmes who commence Level 4 from September 2022 onwards.

20. Graduate destinations, employability, and links with employers

The University of Worcester and its School 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 and School Direct programmes will provide progression routes 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.

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

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

- The opportunity to undertake Work Experience modules at Levels 5 and 6 provides engagement with employment situations 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 are provided by the School of Education for students wishing to pursue a career as a primary school or Further Education 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 can choose from these option modules 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. Worcestershire Children's First: Multi-Sensory Impairment Team and SENDIASS have been 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, Nineveh Ridge, WMYDMYB), offer work-based placements and other learning experiences, and have supported 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.