

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

This document applies to Academic Year 2021/22 onwards

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| 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 | 3 years full 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 | <u>QAA Subject Benchmark Statement: Education Studies (2019)</u> |
| 11. | Date of Programme Specification preparation/ revision | <ul style="list-style-type: none"> • 27 May 2016 – course approval • February 2017 – Update to Module Title SEND1004 • March 2017 – Update to co-requisites/ exclusions • August 2017 – AQU amendments • August 2018 – AQU amendments • October 2018 – Course Team Amendments for September 2019 • December 2018 – AQU amendments • June 2019 - course amendments to programme structure. • July 2019 - inserted EDST2130 to level 5 module diet. • December 2019 - new Research Project module. • August 2020 – AQU amendments to Section 19. • September 2020 – benchmark statements amended. Research project/independent study title amended to dissertation • August 2021 - award map updates made an AQU amendments. • Sept 2021- title change for SEND2003 plus inclusion of language options to award map. |

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 a Dissertation.

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 a Dissertation in their chosen field.

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

| 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 |

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|----|---|----------------------|
| 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 |
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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 EDST1101 (Foundations of Education) (which it is expected most students will undertake, although they can select an optional module offered by the Language Centre instead). Learning and teaching methods include lectures, seminars, tutorials, student led presentations, visits to education and community facilities and online 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 Dissertation 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 Dissertation through the bespoke tutorial support offered in SEND3002. 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 Master's programme or a PGCE.

Teaching and Teaching staff

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. 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. 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

For 2021/22, the majority of teaching sessions are face to face on campus. Lectures or lecture workshops for some modules will be delivered online either 'live' or pre-recorded. Individual and small group tutorials will be arranged online as this has proven to be convenient and popular with students.

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 in order to do more independent research. Learning and teaching methods support and develop practical and transferable skills. Typically, class contact time will be structured around:

- Interactive lectures
- Workshop type seminars
- Tutorials
- Student led presentations
- Visits to educational 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 SEND3003 (Professional Roles and Contexts in SEND and Inclusion). A key module regarding these transferrable skills is 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, 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.

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: individual written assignments, reflective portfolios, essays and presentations.
- Year 2: written assignments, reflective writing, individual and group presentations.
- Year 3: individual assignments, presentations, reflective writing, critical analysis and independent research.

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 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 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

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 |
| 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 |
| LANGxxxx | Optional modules offered by the language centre | 15/30 | O | None | None |
| SPRT1027 | Adapted Physical Activity, Sport and Disability | 15 | O | None | None |

Single Honours Requirements at Level 4

Single Honours students must take 120 credits in total drawn from the table above to include all mandatory modules (SEND1003, SEND1004, EDST1111 and SEND1005). Optional modules can include up to 30 credits drawn from a range of Language Centre modules in: Academic English for native and non-native speakers of English; Modern Foreign Languages; and Teaching English as a Foreign Language (TEFL). Details of the available Language Centre modules can be found on the Language Centre website: <http://www.worcester.ac.uk/your-home/language-centre-module-options.html>.

| 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 Complex Conditions | 15 | M | SEND1004 | None |
| EDST2111 | From Exclusion to Inclusion | 30 | M | None | None |
| EDST2123 | Work Experience | 15 | O | None | None |
| EDST2142 | Mentoring and Coaching in Education | 15 | O | None | None |
| SPRT2037 | Sport and Disability | 15 | O | None | None |
| SPRT2042 | Teaching SEND PE | 15 | O | None | None |
| LANGxxxx | Optional modules offered by the language centre | 15/30 | O | None | None |

Single Honours Requirements at Level 5

Single Honours students must take 120 credits in total drawn from the table above to include all mandatory modules (EDST2111, SEND2001, SEND2002 and SEND2003) and optional modules from Education Studies or Sports and Disability studies.

| 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* |
| SEND3002 | 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 |
| 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 | 0 | None | None |
| EDST3128 | Extension Module | 15 | 0 | None | None |
| SEND3006 | Concepts of Social, emotional and Mental Health in Special Educational Needs, Disability and Inclusion | 15 | 0 | None | None |
| SPRT3041 | Contemporary Issues in Disability Sports Coaching and PE | 15 | 0 | None | None |

Single Honours Requirements at Level 6

Single Honours students must take 120 credits from the table above to include SEND3002, 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 (2019). 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 the QAA website:

<http://www.qaa.ac.uk/en/home>

https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-education-studies.pdf?sfvrsn=3ae2cb81_5

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>

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 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.

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/4 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.

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.

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 in order 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 best grades from 60 credits attained at Level 5 and the best grades from 120 credits 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](#).

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.

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.