PROGRAMME SPECIFICATION

|  |  |
| --- | --- |
| Awarding Institution | The University of Huddersfield |
| Teaching Institution | The University of Huddersfield |
| School and Department | School of Education and Professional DevelopmentDepartment of Community & International Education |
| Course accredited by |  |
| Mode of delivery | Full time; part time |
| Final award | BA (Hons)  |
| Course title | BA (Hons) Special Educational Needs, Disabilities and Inclusion |
| UCAS code |  |
| Subject benchmark statement | Education Studies (2019) |
| Date of Course Specification Approval | January 2020 |

# EDUCATIONAL AIMS OF COURSE

The main aims of the programme are to:

* Ensure students have essential knowledge of a range of special and inclusive education systems providing essential underpinning for those who are intending to join related professions;
* Enable students to develop underpinning knowledge and critical understanding of the care and education of children and young people with special educational needs and disabilities (SEND), demonstrating commitment to equality of opportunity, inclusive and anti-discriminatory practice;
* Develop participants’ knowledge and skills in areas of professional responsibility related to SEND and inclusion;
* Develop lifelong learning skills which will enable students to be responsive to change in a variety of special and inclusive educational contexts;
* Provide opportunities to develop a critical understanding of special and inclusive education systems within specific cultural and international contexts;
* Enable students to develop the necessary critical awareness to reflect on and challenge personal views, assumptions and beliefs, and apply their knowledge and skills for analysing and solving problems related to special and inclusive education within a national and international context;
* Provide sound knowledge of the organisational, political, economic, social and technological factors affecting the delivery of special and inclusive education;
* Develop students’ ability to use different enquiry methods, drawing on a wide range of intellectual resources, theoretical perspectives and academic disciplines to confirm understanding of the study of special and inclusive education;
* Develop students’ understanding of the importance of legislation and policy within a range of special and inclusive education contexts;
* Develop in students the ability to construct and sustain a reasoned argument about special and inclusive educational issues in a clear lucid and coherent manner;
* Promote a range of professionally and academically relevant qualities in students including intellectual independence and critical engagement with evidence;
* This course is not based on professional practice; however, it aims to draw on a range of educational experiences to ensure students have the critical awareness to analyse the academic study of special and inclusive education.

The courses value equality and diversity and is fully compliant with the current statutory requirements of the Equality Act (2010) and the Children and Families Act (2014).

# COURSE LEARNING OUTCOMES

***Knowledge and Understanding***

1. Understand key concepts and theories associated with a range of special and inclusive educational practices / contexts, including moral, sociological, psychological and philosophical underpinnings and issues of social justice
2. Understand theories and factors influencing a range of special and inclusive educational contexts. Use this knowledge to theoretically analyse different educational contexts
3. Understand key principles in the organisation and management of special and inclusive education, including safeguarding and child protection issues, procedures and legislation
4. Understand essential stages in identifying, designing, delivering and evaluating special and inclusive education within different contexts
5. Understand barriers to learning experienced by children and young people with SEND
6. Understand pedagogy and practice which supports learners identified with SEND
7. Understand key approaches, strategies and methodologies for conducting research, in line with ethical practice
8. Understand the importance of ethical practices, including awareness of issues in relation to rights, diversity, equity and inclusion in a range of education contexts
9. Understand the impact of government legislation, guidelines, policies and practices relating to SEND.

***Professional/practical skills***

1. Analyse complex issues related to political, economic, social, cultural and intercultural special and inclusive educational contexts
2. Evaluate the effect of contemporary issues within a range of special and inclusive educational contexts
3. Systematically analyse relevant theories and models and their application to different special and inclusive education contexts
4. Apply theory to practice in a range of special and inclusive educational contexts
5. Critically reflect on the challenges for inclusive practice in a range of special and inclusive education settings.
6. Critically analyse primary and secondary data relevant to own research
7. Synthesise relevant data for a specific problem
8. Justify reliability, validity and ethical considerations in a planned research project
9. Justify the choice of research methods and their application to a specific research problem
10. Formulate recommendations for overcoming a specific problem investigated by empirical research, including desk based research.
11. Develop critical arguments for analysing improvements to a range of special and inclusive educational contexts and practices
12. Demonstrate effective skills for the design, delivery and evaluation of special education within a specific context
13. Initiate, design, conduct and report on a SEND research project under appropriate supervision

***Transferable/Key Skills***

1. Apply knowledge and understanding of theory to problem solving
2. Critically analyse information from a variety of sources, identifying strengths and weaknesses in arguments and opinions
3. Make relevant and coherent responses, both verbally and written
4. Apply investigative and research skills
5. Work effectively as an individual and as part of a team, develop inter-personal and team work skills
6. Plan and carry out a relevant investigative project
7. Communicate effectively with a variety of audiences using speech, writing and technology
8. Develop autonomous learning skills
9. Understands and accurately uses the University referencing system and can construct an accurate bibliography
10. Interprets and presents relevant numerical information as part of data analysis
11. Work effectively as an individual and as part of a team, develop inter-personal and team work skills

# COURSE STRUCTURES AND REQUIREMENTS, LEVELS, MODULES, CREDITS AND AWARDS

These awards comprise 360 credits in total. 120 credits are studied at Foundation, Intermediate and Honours levels of study. Foundation and Intermediate level modules are 30 credits. The Honours level of study includes one 40 credit module assessed through a Major Study and a 20-credit module Researching Methodologies that supports students in their understanding of conducting ethical and meaningful research. The Honours level includes two further 30 credit modules; one that is course specific and the other to be selected from three module option choices.

**Distinctive Features**

These courses will appeal to a range of students, including those aspiring to work in special and inclusive educational contexts and those wishing to pursue a career in special education in a range of organisations, including schools, businesses or the non-governmental sector. The part-time route offers applicants already employed in SEND or other support roles to progress their career development through achievement of an undergraduate degree, opening up opportunities for further, relevant post-graduate student and professional qualification. The course is also appropriate for international students, or those looking to work overseas.

Delivery of this course will share some modules with other courses within the School of Education and Professional Development (SEPD), creating opportunities for students to share knowledge and experiences. A distinct course identity will be created through course specific seminar and tutorial groups. In addition to the shared modules, there are course specific modules to deliver core content.

The course requires students to complete a professional practice module, enabling them to contextualise their academic studies with work-place practice, and to develop their skills of reflection and critical self-evaluation. Full time students will complete a minimum of 200 hours placement experience within a relevant educational setting in the UK. This will be coordinated through the SEPD placement team in consultation with individual students and the Course Leader. Work placement may be undertaken within different educational contexts to understand the culture and practice of UK SEND support and inclusive approaches to education and learning. This work-placement opportunity will provide students with valuable opportunities for practical observation and experiences that will enhance their employability profile and skills development. Part-time students will be required to undertake a minimum of 6 hours work per week for the duration of the course, in order to maintain their knowledge of current practice and to further develop their employability skills.

This course is aimed at developing an academic understanding of special and inclusive education. Students will develop their knowledge and understanding of inclusive educational theory related to pedagogy and practice, including knowledge of specific areas of SEND. Students will also have the opportunity to analyse and evaluate the impact of national and international policy on special and inclusive education. The course provides students with knowledge, understanding and skills that are essential for planning and delivering education to meet the needs of children and young people with SEND within special and inclusive education settings.

The modules listed below provide flexibility for students. While ensuring a coherent and relevant academic experience within the scope of the degree awarded, students will be able to tailor their studies to meet their personal and professional interests. The course has been designed specifically to support students in preparation for relevant future employment. Option modules enrich the curriculum and facilitate sharing of learning experiences with students on other courses within the SEPD.

These courses value equality and diversity and fully comply with the statutory requirements of the Equality Act (2010) and the Children and Families Act (2014).

**STRUCTURE: BA (Hons) Special Educational Needs and Disabilities and Inclusion**

**Full time programme**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Year**  | Module code and title | CreditValue | Option, Core and Compulsory | Award and Progression |
| **1** | **DFM1030** Theories and strategies for Learning | 30 | Core |  120 Foundation level credits are normally required for progression to the Intermediate yearExceptionally, and in the light of a good overall performance in other modules, by approval of the CAB and in discussion with the Course Leader a student may be allowed to trail one module, and hence progress with 90 Foundation credits.The assessment is based upon 100% coursework.A student, who has passed 120 credits at Foundation level, may elect to leave the course at the end of the first year and be awarded CertHE in Education |
|  | **DFM1130** Perspectives on Learning and Development | 30 | Core |
|  | **DFM1330** Professional Practice | 30 | Core |
|  | **DFM1430** SEND: Understanding Policy and Practice | 30 | Core |
| **2** | **DIM1130** Safeguarding Children and Young People | 30 | Core | 120 Intermediate Credits are normally required for progression to the Honours year.Exceptionally, and in the light of a good overall performance in other modules, by approval of the CAB and in discussion with the Course leader a student may be allowed to trail one module, and to progress with 90 Intermediate credits.Assessment is based upon 100% coursework.A student who has passed 120 Foundation level credits and 120 Intermediate level credits, may elect to leave the course at the end of the second year and be awarded the DipHE in Education |
|  | **DIM4230** Developing Language and Communication for Learning | 30 | Core |
|  | **DIM1230** Child Development and SEND | 30 | Core |
|  | **DIM6430** Person-centred Approaches | 30 | Core |
| **3** | **DHM1020** Research Methodologies | 20 | Core |
|  | **DHF2940** Major Study | 40 | Core |
|  | **DHM1230** Critical Approaches to Inclusive Education | 30 | Core |
|  | **DHM2230** Health and Wellbeing | 30 | Option |
|  | **DHM2330** Supporting Learning in Young Children | 30 | Option |
|  | **DHM5530** Promoting Positive Behaviour  | 30 | Option |

Part-time Programme

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Year**  | Module code and title | CreditValue | Option, Core and Compulsory | Award and Progression |
| **1** | **DFM1035** Theories and strategies for Learning | 30 | Core |  120 Foundation level credits are normally required for progression to the Intermediate yearExceptionally, and in the light of a good overall performance in other modules, by approval of the CAB and in discussion with the Course Leader a student may be allowed to trail one module, and hence progress with 90 Foundation credits.The assessment is based upon 100% coursework.A student, who has passed 120 credits at Foundation level, may elect to leave the course at the end of the first year and be awarded CertHE in Education |
|  | **DFM1135** Perspectives on Learning and Development | 30 | Core |
|  | **DFM1135** Professional Practice | 30 | Core |
| 2 | **DFM1435** SEND: Understanding Policy and Practice | 30 | Core |
|  | **DIM1135** Safeguarding Children and Young People | 30 | Core | 120 Intermediate Credits are normally required for progression to the Honours year.Exceptionally, and in the light of a good overall performance in other modules, by approval of the CAB and in discussion with the Course leader a student may be allowed to trail one module, and to progress with 90 Intermediate credits.Assessment is based upon 100% coursework.A student who has passed 120 Foundation level credits and 120 Intermediate level credits, may elect to leave the course at the end of the second year and be awarded the DipHE in Education |
|  | **DIM1235** Child Development and SEND | 30 | Core |
| **3** | **DIM4235** Developing Language and Communication for Learning | 30 | Core |
|  | **DIM6435** Person-centred Approaches | 30 | Core |
|  | **DHM1235** Critical Approaches to Inclusive Education | 20 | Core |
| **4** | **DHJ0625 Researching the Major Study**  | 40 | Core |
|  | DHD2245 **Major Study in Education** | 30 | Core |
|  | **DHM2235** Health and Wellbeing | 30 | Option |
|  | **DHM2335** Supporting Learning in Young Children | 30 | Option |
|  | **DHM5535** Promoting Positive Behaviour  | 30 | Option |

# 14 TEACHING, LEARNING AND ASSESSMENT

Teaching, learning and assessment strategies are underpinned by the aim of providing a student experience which enhances employability through the embedding of skills that will equip students with the necessary attributes to succeed in graduate positions. It will enable students at all levels to make the most of their study, while preparing for future employment. It will include learning opportunities to incorporate skills development and reflect the University’s policy ‘The Integration of Learning Development into the Student Experience’.

Students on the BA (Hons) Special Educational Needs and Disabilities and Inclusion degree are taught for some modules alongside other undergraduates on alternative programmes in the SEPD. This shared learning experience is intentionally designed to integrate international and home students across undergraduate provision within the School, and enrich the teaching and learning experiences for all students. The structure broadens the student learning experience by enabling a wider range of module choice and integrating students on this course with students studying alternative disciplines. This will strengthen the potential for meaningful discussion and sharing of cultural understandings, ideas and experiences. International students will also have access to relevant advice from the International Office and the Welfare and Immigration Support Point in the Student Centre.

Students are encouraged to use the VLE and the University’s electronic resources, services that are convenient for students and environmentally sustainable. The VLE is used for the submission of assignments. Induction to the use of all electronic learning support systems will take place at the start of the course and be refreshed at least annually to ensure students can make full use of these resources.

All students will undertake a work placement in Years 1 and 2 of their studies to support them in contextualising their knowledge and developing interpersonal, communication and team working skills as well as contextualising their academic studies. The School has an established placement unit which will co-ordinate placement selection to ensure all appropriate legal and safeguarding criteria are met. Placement experience will contribute to the development of a portfolio and a reflective report for summative assessment in Year 1, and to the gathering of data for a critical report in Year 2.

**Ethics**

All assignments/ research projects undertaken by students of the SEPD which involve primary research with people are subject to rigorous checks regarding the possible ethical dimensions of the work. A checklist is available which requires students to carefully consider how their planned work addresses key ethical issues. Following completion of the checklist, students are then required, as part of the formative element of their work, to complete a standard proforma which briefly outlines the proposed focus and methods of research. This records ethical considerations at the planning stage and explains how these are to be addressed. It is important to note that this proforma is discussed and agreed before any research takes place and students are clear that research which differs in any way from the agreed plan is unacceptable and will result in failure of the module. The form is signed by the module tutor and agreed with another tutor from SEPD. There is a mechanism for further consideration, by a virtual ethics panel, of any proposal which two tutors still have concerns over. When agreement is reached regarding the proposed piece the student must record on information and consent forms that the process has been approved by SEPD, University of Huddersfield. All printed information given to respondents will display appropriate tutor contact details.

# SUPPORT FOR STUDENTS AND THEIR LEARNING

The course complies with disability legislation arising from the Equality Act 2010.

The principal features of the support for students are as follows:

* both programmes will begin with an induction programme that includes: an overview of the course; an introduction to study skills; an introduction to academic writing skills and expectations regarding academic conduct; an introduction to the University’s VLE and a guide to Computing and Library services; and an introduction to the student services gateway. It will also include an explanation of the Personal Development Planning process [see below].
* At the beginning of the programme, students will be allocated a Personal Academic Tutor who will maintain an overview of academic progress and refer the student to other university support mechanisms as appropriate. International students will be given support to assist their adjustment to living in a new environment, including support from the international office. Students will have access to the provision of the Directorate of Student Services, which includes the Careers and Employability Service and Well Being and Disability Services. In addition, there is a Faith Centre.
* Students will be provided with a Student Handbook which contains, inter alia, information on university facilities, course organisation, assessment regulations, and advice on the presentation of assignments.
* Throughout the programme, students will have access to email and tutorial support from both Module Tutors and Personal Academic Tutors.
* The Academic Skills Tutor within the School will be available to provide academic support in a range of contexts including: support for dyslexic students; support for mature students who are returning to study; support for international students adjusting to UK academic requirements; tutorials for all students covering generic academic skills; and academic writing skills workshops.
* Throughout the programme, students will be able to access advice from a range of support systems available on correct forms of referencing using the University agreed system of referencing.
* All modules incorporate formative assessment enabling students to receive interim feedback on the quality of their work prior to formal submission.
* Module tutors provide academic advice and support to students on issues relating to the modules which they teach.
* International students will start their time at the university with a ‘Welcome Week’ organised by the International Office <https://www.hud.ac.uk/international/>. Students will be introduced to the town of Huddersfield, the university campus and facilities, and have opportunities to meet other students and share sports, leisure and social events.

* The University of Huddersfield International Office provides year round support and guidance for students from over 130 countries, covering a wide range of issues, including immigration, enrolment, and finance and generally supporting transitions to life in the UK and University. The international office also supports a wide number of student societies and overseas events and festivals accessible to all students <https://www.hud.ac.uk/international/>
* International students will be further supported by the School’s International Student Barometer Action Plan, which provides a comprehensive overview of the support available to international students within the School.
* Attention will be paid to any specific academic needs of international students in order to assist their transition to UK academic assessment methods and requirements. This support and guidance will be provided by module tutors and the Academic Skills Tutor in the School in order to assist students to develop any new study skills that may be needed.
* The School also has dedicated international Academic Skills Tutor support available to provide academic support to international students.

# CRITERIA FOR ADMISSION

All applicants must provide evidence that they have passed the appropriate qualifications to undertake the course. The basic criterion will be a person's ability to benefit from the programme, so consideration will be given to holders of alternative recognised degrees or diplomas. Full time home applicants should meet the entry requirements stipulated by the University, and School.

**Year one entry requirements or international equivalent – full time programme**

 112 UCAS tariff points taken from:

* A levels
* A Scottish Certificate of Education with:
* Passes in five subjects, three at Higher Grade or
* Passes in four subjects, all at Higher Grade
* A National Certificate or Diploma (BTEC)
* A European Baccalaureate
* An International Baccalaureate
* An Access to HE Diploma with at least 45 Level 3 credits achieved at Merit
* The Irish Leaving Certificate with Grade H6 or above in four subjects at Higher Level

You must also:

* Have GCSE English Language at Grade 4/C or higher
* Be able to demonstrate appropriate personal qualities and attitudes for working with children and families
* Undertake DBS and health checks as required
* Attend interview as required

Consideration will be given to students in possession of up to 240 appropriate CATS points for Accreditation of Prior Learning.

Candidates who are 21 or over may be considered for entry without meeting the University's general admissions requirements and must demonstrate during interview that they have sufficient general academic skills to be able to undertake the course, together with relevant experience.

**International students**

English language competence is required. General entry criteria for this course are International English Language Test System (IELTS) 6.00 or Test of English as a Foreign Language (TOEFL) 87. The University’s normal entry criteria apply to all international students. Details of country-specific entry requirements are available on the home country page of the university’s website.

<http://www.hud.ac.uk/international/enquirer/whereareyoufrom/> ………. (Applicant’s home country)

Students who do not meet that requirement can enrol on a pre-sessional English programme of between 4-48 weeks, depending on their level of English. Guidance is available on:

<http://www.hud.ac.uk/international/enquirer/pre-sessionalenglishprogramme/>

**APEL**

All entrants are normally required to hold an equivalent intermediate level qualification (gained by examination). Broadly such qualifications can include:

Higher National Certificate or Diploma (or equivalent);

An initial teaching qualification from a recognised teacher education institution;

Successful completion of a Higher Education qualification with 120 European Credit Transfer System (ECTS) credits (or equivalent).

Admissions will be in accordance with University procedures and policy.

Year 1 entry requirements - part-time programme

112 UCAS tariff points taken from:

* A levels
* A Scottish Certificate of Education with:
* Passes in five subjects, three at Higher Grade or
* Passes in four subjects, all at Higher Grade
* A National Certificate or Diploma (BTEC)
* A European Baccalaureate
* An International Baccalaureate
* An Access to HE Diploma with at least 45 Level 3 credits achieved at Merit
* The Irish Leaving Certificate with Grade H6 or above in four subjects at Higher Level

You must also have GCSE English Language at Grade 4/C or higher, and a minimum of 120 hours per year work experience to support you in completing the professional practice elements of the course

Candidates who are 21 or over may be considered for entry without meeting the University's general admissions requirements and must demonstrate during interview that they have sufficient general academic skills to be able to undertake the course, together with relevant experience.

# METHODS FOR EVALUATING AND IMPROVING THE QUALITY AND STANDARDS OF TEACHING AND LEARNING

**Mechanisms for review and evaluation:**

* Module evaluation by students
* Course evaluation by students
* Module Leader’s reports
* Moderation events
* Annual course evaluation prepared by the Course Leader, considered by the Course Committee, and then by the Annual Evaluation Committee
* School Board
* Annual staff appraisals
* Peer observation of teaching
* External Examiners’ reports
* External Examiners’ report and responses from the course team are reported in the Course Annual Evaluation Report
* School Teaching and Learning Committee
* School Accreditation and Validation Panel approves amendments to the course, structure and module specifications
* Subject review/revalidation

**Committees with responsibility for monitoring and evaluating quality and standards:**

* Student Panel
* Course Committee
* School Board
* School Teaching and Learning Committee
* University Teaching and Learning Committee
* Course Assessment Board
* School Accreditation and Validation Panel
* Annual Evaluation Committee

**Mechanisms for gaining student feedback on the quality of teaching and their learning experience:**

Feedback is obtained from students through module evaluations, and course evaluation at the end of each academic year. Student Panels provide another opportunity for student feedback. They are held twice during the academic year, and report to the Course Committee.

**Staff Development:**

Annual Staff Appraisals

Peer observation of teaching

Staff are required to attain appropriate higher degrees

Updating professional and (IT) computing developments

All staff must attain HE Academy membership

Research and scholarly activity

# REGULATION OF ASSESSMENT

Regulations are outlined in the University Regulations for Awards and Student Handbook of Regulations

<http://www2.hud.ac.uk/registry/awards_regulations.php>

<http://www2.hud.ac.uk/registry/students_handbook.php>

**Role of External Examiners**

External Examiners are appointed by School Boards and approved by University Teaching and Learning Committee. An External Examiner is currently in place and is appointed to monitor academic achievements across the course.

The role of the External Examiner is to monitor and comment on:

* the quality of student work
* the appropriateness of approaches to teaching, learning and assessment as indicated by student performance
* the relevance and currency of the curriculum and the adequacy of learning resources
* the strengths and weaknesses of cohorts of students
* the quality of assessment procedures
* the conduct of examination boards

# INDICATORS OF QUALITY AND STANDARDS

**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 he/she 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 the study module guide and course handbook.  The accuracy of the information contained in this document is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

**COURSE CONTEXT AND RATIONALE INCLUDING MARKET AND DEMAND**

The development of a BA (Hons) SEND and Inclusion represents the addition to existing SEPD undergraduate Education Studies provision, offering a specialist route for students with a clear interest in pursuing a career supporting children and young people identified as having specialised and individual learning needs. It reflects the increasing number of such learners in mainstream and specialised education establishment in the local area, and also the workplace experience of students on Early Years, Learning Support and Childhood Studies courses, where their role is to provide 1-to-1 support for individual pupils and to work with external agencies in developing and implementing individualised interventions and strategies to support learning. Since the introduction of revised legislation and the new Education, Care and Health Plans (ECHPs), educational establishments have been required to review their support for learners with SEND, and to ensure there is effective co-ordination and support for staff. This indicates a need for practitioners with knowledge and understanding of the needs of these children, and the legislative framework for their practice. Consultation with senior staff at a local specialist provider has confirmed the need for both teaching and support staff with a secure knowledge of a range of SEND conditions and their implications for children and young people’s learning progress, and has been used to inform the development and selection of modules for this programme. This programme now represents a graduate level starting point for practitioners to acquire the knowledge and skill needed for a range of roles in supporting learners with SEND, and offers a further progression route for employment and/or post-graduate professional qualification. By offering a part-time delivery of the programme, it offers an opportunity for those staff already employed in support roles to enhance their knowledge and qualifications, and offers them new career development pathways.

This route could further broaden the range of applications to the School form applicants seeking a more specialised teaching role, and from those wanting to work with older learners or in less formal, or more specialised contexts. As such it has the potential to increase the number of males on full time undergraduate courses. By considering not only the UK but also some international contexts for SEND and inclusive education, there is also potential to draw in applicants from international markets, through liaison with the university's overseas offices and partners.

The viability of this course will be ensured through its integration with other undergraduate framework courses, both full and part-time, within the SEPD. The sharing of some modules will mean the course is less vulnerable to temporary movements in recruitment and will also mean that it is more responsive to changing market demand. The new degree will provide a feeder route for the recently validated Masters in SEND, and postgraduate teaching training courses within the SEPD at a range of levels. This course is therefore responsive to new markets for undergraduate courses in education.

**MARKET**

Local SEND provision and demand, including children in mainstream provision with ECHPs to support their learning indicates positive employment prospects and opportunities for placement experience. In a survey of 4 neighbouring local authorities in West and South Yorkshire, specialist and mainstream provision was identified for children with SEND as well as local authority and 3rd sector support for these children and their families:

|  |  |  |  |
| --- | --- | --- | --- |
| **Local Authority** | **Specialist provision** | **Mainstream provision** | **Other provision** |
| Kirklees | 1 provider for children aged 3 – 19 years | 5 settings taking children 3 – 11 years6 settings taking children 11 – 16+164 children across the authority with ECHPs | Portage team to support pre-school children and their families |
| Calderdale | 3 specialist providers:146 places for children 3 – 11168 places for children 11 - 16 | 1241 children across the authority with ECHPs |  |
| Barnsley MBC | 1 specialist provider for children 3 - 19 | 4 settings taking children 3 – 112 settings taking children 11 - 16 | Local Authority Inclusion TeamLocal Authority Education, Children and Community Team |
| Wakefield MDC | 3 providers:171 places for children 2 – 11 (12 setting)172 places for children 11 – 16+ (2 settings) |  |  |

The level of SEND provision in close proximity to the University is encouraging since many of our undergraduate applicants are ‘commuter’ students looking for study and employment opportunities within reach of the family home.

To get a better understanding of the market for courses offering an academic study of education (rather than a QTS route), a UCAS market scan report has been obtained.  This included indications of numbers on Education Studies ‘and’ and ‘with’ other subject disciplines.  The report indicated a market in England and Wales of around 3, 250 accepted applicants per annum from 9,750 applicants.  33% of the market is comprised of purely Education Studies degrees or those that fall solely within the ‘Academic Studies in Education’ subject area.  A survey of other HE providers in this field indicates that SEND and Inclusion are both growing areas of interest in the north of England, with courses being offered or developed in both York and Hull, as well as Middlesbrough (top up provision only), as well as Liverpool and Cumbria. However, many of these situate their SEND programmes within academic programmes that explore the construction of the child/young person with SEND as a learner. This programme has been developed to combine such an understanding with the development of practical skills and critical reflection so that students understand how theory can be applied effectively to practice, enhancing their employability on graduation. The one programme combining SEND with QTS (Cumbria) does so only for the primary phase of education, whilst this programme offers graduates a route into 3 possible teaching careers.

The remainder of the market for education studies programmes is ‘and’ and ‘with’ options, which is the market most appropriate to this programme. Since the BA (Hons) SEND and Inclusion not only examines educational policy and practice but also offers a range of modules aimed at developing students’ workplace experience and employability, without restricting their choice of teacher training route, this would suggest it has a distinct identity that would appeal to a wide number of applicants using the UCAS service, as well as to local applicants.

Progression routes

On successful completion of the BA (Hons) SEND and Inclusion, a number of progression routes may be available to students, including, but not restricted to:

* MA SEND
* MA SENCO qualification (following achievement of QTS)
* Other MA Education provision within SEPD
* PGCE/QTS for Early Years, Primary or Lifelong Learning phases of education
* MA Social Work
* Employment within educational settings, local authority support services, 3rd Sector support services

**STAFFING AND MANAGEMENT**

The BA (Hons) Special Educational Needs and Disabilities and Inclusion will have the following management roles with a course leader already recruited. Detailed functions of these are outlined in University regulations.

* Admissions Tutor
* Examinations Tutor
* Module Leader
* Module Tutors
* Personal Academic Tutors

Each module has a module leader identified on the module specification. Staff will be employed to teach modules that reflect their academic expertise and qualifications.

Each student on the course will be allocated a Personal Academic Tutor. The Personal Academic Tutor will offer pastoral support and guidance in line with the University’s guidance for such a role.

The principal committees involved in the management of the course will be the Course Committee, the Course Assessment Board and the Student Panel. The functions and mode of operation of these committees is as indicated in the University Regulations.

The Student Panel will meet twice per academic year. There will be a rolling record of student comments that is available online through the VLE. A report of issues raised and actions taken will be given at the subsequent Course Committee.

**EQUALITY AND DIVERSITY**

The School of Education and Professional Development operates within the University’s Disability Discrimination and Equal Opportunities policies and a commitment to these policies is stated within the general aims of the school.

**ENVIRONMENTAL SUSTAINABILITY**

Awareness of the importance of sustainability is a relevant issue for teachers, trainers and administrators. The course operates within, and has a commitment to, the School’s ethos for sustainability. This is partly achieved through the VLE and attention to minimising printing of handouts. Sustainability will also be embedded into the evaluation of education practices and policies within the modules. Ensuring organisational policies are both effective and sustainable will be important criteria for evaluating education practices and policies.

Staff and students will be encouraged to reflect that they should be positive role models regarding issues relevant to sustainability.

## Appendix 1 Mapping of BA (Hons) SEND and Inclusion learning outcomes onto modules

**OPT** **Optional modules**

**BA (Hons) SEND and Inclusion**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Foundation Level Modules(*CertHE in SEND and Inclusion*) | Intermediate Level Modules(*DipHE in SEND and Inclusion*) | Honours Level ModulesBA (Hons) |
|  | DFM1030/5Theories and Strategies for Learning  | DFM1130/5Perspectives on Learning and Development | DFM1430/5 SEND: Introduction to policy and practice | DFM1330/5 Professional Practice | DIM1130/5Safeguarding Children and Young People | DIM4530/5 Developing Language and Communication for learning | DIM1230/5 Child Development and SEND | DIM1530/5 Supporting Individual Learning Needs | DHM1020Research MethodologiesDHJ0625 Researching the Major Study | DHF2940/5Major Study | DHM1230/5 Critical Approaches to Inclusive Education | DHM2230/5 OPTHealth and Wellbeing | DHM2330/5 OPTSupporting Learning in Young Children | DHM5530/5 OPTPromoting Positive Behaviour in the Early Years |
| **CLO1** | ✓ | ✓ | ✓ |  | ✓ | ✓ | ✓ | ✓ |  |  | ✓ |  | ✓ | ✓ |
| **CLO2** | ✓ | ✓ | ✓ | ✓ |  | ✓ | ✓ |  |  |  | ✓ |  | ✓ | ✓ |
| **CLO3** |  |  | ✓ | ✓ | ✓ |  | ✓ | ✓ |  |  | ✓ |  | ✓ | ✓ |
| **CLO4** |  |  | ✓ | ✓ |  | ✓ | ✓ | ✓ |  |  | ✓ |  | ✓ | ✓ |
| **CLO5** | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |  |  | ✓ |  | ✓ | ✓ |
| **CLO6** |  |  | ✓ | ✓ |  |  | ✓ | ✓ |  |  | ✓ |  | ✓ | ✓ |
| **CLO7** | ✓ | ✓ |  |  |  |  |  | ✓ | ✓ | ✓ | ✓ |  | ✓ |  |
| **CLO8** | ✓ |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| **CLO9** |  |  | ✓ | ✓ |  | ✓ | ✓ | ✓ |  |  | ✓ | ✓ | ✓ | ✓ |
| **CLO10** | ✓ |  | ✓ |  | ✓ |  | ✓ |  |  |  | ✓ | ✓ | ✓ | ✓ |
| **CLO11** |  |  | ✓ |  | ✓ | ✓ | ✓ |  | ✓ |  | ✓ | ✓ | ✓ | ✓ |
| **CLO12** | ✓ | ✓ | ✓ | ✓ |  | ✓ | ✓ | ✓ |  |  | ✓ |  | ✓ | ✓ |
| **CLO13** |  | ✓ |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |  | ✓ |  | ✓ | ✓ |
| **CLO14** | ✓ |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |  | ✓ |  | ✓ | ✓ |
| **CLO15** |  |  |  | ✓ |  |  |  | ✓ | ✓ | ✓ |  |  |  |  |
| **CLO16** |  |  |  | ✓ |  |  |  |  | ✓ | ✓ |  |  |  |  |
| **CLO17** |  |  |  | ✓ |  |  |  |  | ✓ | ✓ |  |  |  |  |
| **CLO18** |  |  |  |  |  |  |  |  | ✓ | ✓ |  |  |  |  |
| **CLO19** |  |  |  |  |  |  |  |  | ✓ | ✓ |  |  |  |  |
| **CLO20** |  |  | ✓ | ✓ | ✓ | ✓ |  | ✓ | ✓ | ✓ | ✓ |  | ✓ | ✓ |
| **CLO21** |  |  |  | ✓ |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |  | ✓ |  |
| **CLO22** |  |  |  |  |  |  |  |  | ✓ | ✓ |  |  |  |  |
| **CLO23** | ✓ |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| **CLO24** | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| **CLO25** | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| **CLO26** |  |  |  | ✓ | ✓ | ✓ | ✓ |  | ✓ | ✓ |  |  |  |  |
| **CLO27** | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| **CLO28** |  |  |  |  | ✓ | ✓ |  | ✓ | ✓ | ✓ |  |  |  |  |
| **CLO29** | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| **CLO30** | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| **CLO31** | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| **CLO32** | ✓ |  |  |  |  | ✓ |  | ✓ | ✓ | ✓ |  | ✓ |  |  |
| **CLO33** |  |  |  | ✓ |  |  |  | ✓ |  |  | ✓ |  |  |  |

## Appendix 2 QAA Education 2019 Benchmarking with Cours Learning Outcomes

|  |  |
| --- | --- |
| **QAA Education 2019**  | **Course Learning Outcomes, CLOs** |
| **Knowledge and understanding** |  |
| 7.4 On graduating with an honours degree in education studies, students should demonstrate a critical understanding of:  |  |
| i. the underlying values, theories and concepts relevant to education  | Understand key concepts and theories associated with a range of educational practices / contexts, including moral, sociological, psychological and philosophical underpinnings and issues of social justice Understand theories and factors influencing a range of educational contexts. Use this knowledge to theoretically analyse different educational contextsUnderstand key principles in the organisation and management of education, including safeguarding and child protection issues, procedures and legislation |
| ii. the diversity of learners and the complexities of the education process  | Understand the importance of ethical practices, including awareness of issues in relation to rights, diversity, equity and inclusion in a range of education contexts |
| iii. the complexity of the interaction between learning and local and global contexts, and the extent to which participants (including learners and teachers) can influence the learning process  | Understands the importance of business enterprise within education for individuals and organisations in a global contextEvaluate the effect of contemporary issues within a range of educational contexts |
| iv. the societal and organisational structures and purposes of educational systems, and the possible implications for learners and the learning process.  | Understand the complex interactions between education and its contexts and relationships with other subjects and professionsUnderstand the importance of ethical practices, including awareness of issues in relation to rights, diversity, equity and inclusion in a range of education contexts |
|  |  |
| **Application**  |  |
| 7.5 On graduating with an honours degree in education studies, students should be able to demonstrate the ability to:  |  |
| i. analyse educational concepts, theories and issues of policy in a systematic way  | Analyse complex issues related to political, economic, social, cultural and intercultural educational contexts |
| ii. identify and reflect on potential connections and discontinuities between each of the aspects of subject knowledge and their application in educational policies and contexts  | Evaluate the effect of contemporary issues within a range of educational contexts |
| iii. accommodate new principles and understandings  | Accommodates new ideas and the provision of well-argued conclusions relating to issues such as the impact of globalisation on a range of education systems, social justice, sustainable development and social inclusion |
| iv. select a range of relevant primary and secondary sources, including theoretical and research-based evidence, to extend their knowledge and understanding  | Critical analysis of primary and secondary data relevant to own research |
| v. use a range of evidence to formulate appropriate and justified ways forward and potential changes in practice  | Evaluate the effect of contemporary issues within a range of educational contexts |
| vi. apply theories and concepts to a range of real-world educational contexts.  | Systematically analyse relevant theories and their application to different education contexts Apply theory to practice in a range of educational contexts |
|  |  |
| **Reflection**  |  |
| 7.6 On graduating with an honours degree in education studies, students should be able to demonstrate:  |  |
| i. the ability to reflect on their own and others' value systems  | Analyse complex issues related to political, economic, social, cultural and intercultural educational contexts |
| ii. the ability to use their knowledge and understanding critically to locate and justify a personal position in relation to the subject  | Formulate recommendations for overcoming a specific problem investigated by empirical research, including desk based research.Develop critical arguments for analysing improvements to a range of educational contexts and practices |
| iii. an understanding of the significance and limitations of theory and research.  | Understand key approaches, strategies and methodologies for conducting research, in line with ethical practice |
|  |  |
| **Transferable skills**  |  |
| **Communication and presentation**  |  |
| 7.7 On graduating with an honours degree in education studies, students should be able to organise and articulate opinions and arguments in speech and writing using relevant specialist vocabulary.  | Communicate effectively with a variety of audiences using speech, writing and technology  |
|  |  |
| **Technology**  |  |
| 7.8 On graduating with an honours degree in education studies, students should be able to use technology effectively to enhance critical and reflective study.  | Communicate effectively with a variety of audiences using speech, writing and technology  |
|  |  |
| **Application of numerical skills**  |  |
| 7.9 On graduating with an honours degree in education studies, students should be able to:  |  |
| i. collect and apply numerical data, as appropriate  | Interprets and presents relevant numerical information as part of data analysis |
| ii. present data in a variety of formats, including graphical and tabular  | Interprets and presents relevant numerical information as part of data analysis |
| iii. analyse and interpret both qualitative and quantitative data.  | Interprets and presents relevant numerical information as part of data analysisCritically analyse information from a variety of sources, identifying strengths and weaknesses in arguments and opinions |
|  |  |
| **Working with others**  |  |
| 7.10 On graduating with an honours degree in education studies, students should have the ability to collaborate and plan as part of a team, to carry out roles allocated by the team and take the lead where appropriate, and to fulfil agreed responsibilities.  | Work effectively as an individual and as part of a team, develop inter-personal and team work skills |
|  |  |
| **Improving own learning and performance**  |  |
| 7.11 On graduating with an honours degree in education studies, students should be able to articulate their own approaches to learning and organise an effective work pattern, including working to deadlines.  | Develop autonomous learning skills |
|  |  |
| **Analytical and problem-solving skills**  |  |
| 7.12 On graduating with an honours degree in education studies, students should be able to 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.  | Accommodates new ideas and the provision of well-argued conclusions relating to issues such as the impact of globalisation on a range of education systems, social justice, sustainable development and social inclusion |

## Appendix 3 OUTLINE ASSESSMENT SCHEDULE (full time programme)

BA (Hons) Special Educational Needs and Disabilities and Inclusion

**These are sample dates and would need to be adjusted to fit with other classes for shared modules within the undergraduate framework.**

|  |  |  |
| --- | --- | --- |
| **Week** |  | **Assessment** |
| **3** | **Induction** |  |
| **4** | **Teaching 1** |  |
| **5** | **Teaching 2** |  |
| **6** | **Teaching 3** |  |
| **7** | **Teaching 4** |  |
| **8** | **Teaching 5** |  |
| **9** | **Teaching 6** | **Theories and Strategies for Learning – Formative Task 1** |
| **10** | **Teaching 7** |  |
| **11** | **Teaching 8** |  |
| **12** | **Teaching 9** | **Theories and Strategies for Learning – Summative Task 1** |
| **13** | **Teaching 10** | **SEND Understanding Policy and Practice – Formative Poster** |
| **14** | **Teaching 11** | **Theories and Strategies for Learning – Summative Task 2****Perspectives on Learning and Development – Formative Assessment** |
| **15** | **Teaching 12** |  |
| **16** | **Christmas** |  |
| **17** | **Christmas** |  |
| **18** | **Christmas** |  |
| **19** | **Teaching 13** |  |
| **20** | **Teaching 14** | **Perspectives on Learning and Development – Summative Display** |
| **21** | **Teaching 15** | **SEND Understanding Policy and Practice – Summative Poster** |
| **22** | **Teaching 16** |  |
| **23** | **Teaching 17** |  |
| **24** | **Teaching 18** |  |
| **25** | **Teaching 19** |  |
| **26** | **Teaching 20** | **Professional Practice formative portfolio review** |
| **27** | **Teaching 21** | **Perspectives on Learning and Development – Formative Test** |
| **28** | **Teaching 22** | **SEND Understanding Policy and Practice – Formative Critical Evaluation Report** |
| **29** | **Teaching 23** | **Perspectives on Learning and Development – Summative Test** |
| **30** | **Teaching 24** | **SEND Understanding Policy and Practice – Summative Critical Evaluation Report** |
| **31** | **Easter** |  |
| **32** | **Easter**  |  |
| **33** | **Easter**  |  |
| **34** |  |  **Professional Practice Summative Portfolio** |
| **35** |  |  |
| **36** |  |  |
| **37** |  |  |
| **38** |  |  |
| **39** |  |  |
| **40** |  |  |
| **41** |  |  |
| **42** |  |  |

**Part-time programme**

|  |  |  |
| --- | --- | --- |
| **Week** | **Teaching schedule** | **Assessment** |
| **3** |  |  |
| **4** |  |  |
| **5** |  |  |
| **6** |  |  |
| **7** |  |  |
| **8** | **Induction and Day School 1 – Theories and Strategies for Learning (TSL)** |  |
| **9** |  |  |
| **10** |  |  |
| **11** | **Day School 2 - TSL** |  |
| **12** |  |  |
| **13** |  |  |
| **14** |  |  |
| **15** | **Day School 3 - TSL** |  |
| **16** | **Christmas** |  |
| **17** | **Christmas** |  |
| **18** | **Christmas** |  |
| **19** | **Day School 1 –** **Professional Practice (PP)** | **Summative deadline – TSL Tasks 1, 2** |
| **20** |  |  |
| **21** |  |  |
| **22** | **Day School 1 –****Perspectives on Learning and Development (POLD)** |  |
| **23** |  |  |
| **24** |  |  |
| **25** | **Day School 2 – PP** |  |
| **26** |  |  |
| **27** | **Day School 2 - POLD** |  |
| **28** |  |  |
| **29** |  | **Professional Practice Summative Portfolio** |
| **30** | **Day School 3 - POLD** | **Perspectives on Learning and Development – Formative Test** |
| **31** | **Easter** |  |
| **32** | **Easter**  |  |
| **33** | **Easter**  |  |
| **34** |  |  |
| **35** |  |  |
| **36** |  | **Perspectives on Learning and Development – Summative Display and Test** |
| **37** |  |  |
| **38** |  |  |
| **39** |  |  |
| **40** |  |  |
| **41** |  |  |
| **42** |  |  |

**Tutorial-based formative assessment opportunities for all modules are offered by module tutors at times appropriate to the needs of this student group.**

## Appendix 4 PERSONAL DEVELOPMENT PLANNING

**Example PDP Programme Overview for BA (Hons) Special Educational Needs and Disabilities and Inclusion – full time provision**

Personal Academic Tutors normally meet with students up to three times each academic year, giving them the opportunity to review their PDP with a tutor within a formal PDP review. (Personal Academic Tutors also support students throughout the year with pastoral and academic concerns and needs, in addition to tutor groups meetings for ongoing personal development planning).

|  |  |  |  |
| --- | --- | --- | --- |
|  | **TERM ONE** | **TERM TWO** | **TERM THREE** |
| **YEAR 1** | **Progress Review 1**Initial needs identification/ assessment (November) | **Progress Review 2**Review of progress and settling into university life? | **Progress Review 3**Action planning for next yearIdentification of strengths and areas for development Identification of academic targets- review of marks over the yearPreparing for Intermediate level study |
| **YEAR 2** | **Progress Review 4**Adjusting to Intermediate level? Check progress towards targets on action plan | **Progress Review 5**Individual guidance on preparation for educational setting experiences. Check progress towards targets on action plan | **Progress Review 6**Action planning for next yearIdentification of strengths and areas for development Review of marks over the year - identification of academic targets for desired degree classification Preparing for honours level study |
| **YEAR 3** | **Progress Review** Adjusting to Honours level? Check progress towards targets on action plan | **Progress Review 8**Individual guidance on applying for postgraduate study or employment (linked to Careers & Employability Advisers) | **Progress Review 9**Action planning for post-university life. |

**Part-time students follow a similar model for their PDP, distributed over the 4 years of their programme.**