Programme Specification – Definitive Document

Section 1: BASIC INFORMATION

1.1	**Awarding Institution:**	University of St Mark & St John
1.2	**Teaching Institution:**	University of St Mark & St John
1.3	**Locus of Delivery:**	University of St Mark & St John
1.4	**Final Award Title:**	Bachelor of Arts (Hons)
1.5	**FHEQ Level:**	4, 5 and 6
1.6	**Programme Title:**	Special Educational Needs and Disability Studies
1.7	**Mode and Duration of Study:**	Fulltime – 3 years / Part time – 6 years
1.8	**UCAS Code(s):**	X360
1.9	**Admission Criteria:**	Successful completion of appropriate Foundation Degree or other suitable level 5 qualification A Level: Grades CCC – BBC BTEC: Grades Merit, Merit, Merit – Distinction, Merit, Merit. IELTS 6.0 or equivalent for International Students with a minimum of 6 across all 4 competencies
1.10	**Accrediting Professional Body/ PSRB:**	N/A
1.11	**QAA Subject Benchmarking Group(s):**	There are no specific QAA Subject Benchmarks for Special Educational Needs and Disability Studies (SEND). The nature of the programme necessitates that a multidisciplinary approach is taken. The programme is aligned with the QAA Subject Benchmark Statements for Education Studies (2015), Sociology (2007) and Psychology (2007).

1.12	**Other External Points of Reference:**	Framework for Higher Education Qualifications (FHEQ); UK Professional Standards Framework
		A Good Practice Guide for Placement
		Framework for transforming assessment in Higher Education
		https://www.nice.org.uk/standards-and-indicators
1.13	**Language of Study (for learning, teaching and assessment):**	English
1.14	**Work-Based Learning Arrangements:**	Work Based Learning takes place within SEDD90
1.15	**Foundation Degree Progression Routes:**	Professional Development Framework (Learning Support)
1.16	**Arrangements for Distance Learning:**	N/A
1.17	**Original Date of Production:**	November 2015
1.18	**Date of Commencement:**	September 2016
1.19	**Review Date:**	September 2022

2. Programme Outline

Disability has traditionally been viewed from the perspective of the non-disabled majority and has been treated as a "condition to be cured or ameliorated" (Taylor 2011: 94). However, disability is part of the human condition and will touch practically all of us, either directly or indirectly, at some time in our lives. The programme aims to support student's understanding of special educational needs and disability (SEND) through a multidisciplinary lens enabling students to gain an understanding of SEND from social, cultural and political contexts through the life course:

BA (Hons) Special Educational Needs and Disability Studies (v1.5)

"The best instructional and clinical interventions will be undermined if children and adults with disabilities continue to face social, physical and attitudinal barriers to their full

participation in society" (Taylor 2011: 98)

This is an exciting and new addition to the Social Science department and is intended both for students with no previous experience and for students who have had previous experience in the field.

The BA Special Educational Needs and Disability Studies programme has been designed to meet the needs of students wishing to work with children and young people with special educational needs, disabled children, young people and adults and their families and carers.

The programme will enable suitably qualified graduates to progress to postgraduate and Masters level programmes. These are likely to include PGCE (Post Graduate Certificate in Education) and MA Social Policy both of which are offered at the University. Students may also be interested in progression to associated areas such as social work, health and youth and community work.

The programme has been informed by a variety of additional reference points, which help ensure currency with current policy and practice contexts and a multi-professional underpinning. These reference points include: Informing Change 'The Education and Employment of Disabled Young People' (2005), HEFCE 'Outcomes of HEFCE Review of its Policy as it related to Disabled Students' (2009), The Department for Education and the Department for Health 'Special Educational Needs and Disability Code of Practice: 0 – 25 (2015) and collaboration with relevant stakeholders and external partners within the field of special educational needs and disability through the Professional Advisory Group (PAG) for the programme.

2.1 Integrating Sustainability into the Curriculum

The programme team aims to lead by example, enabling students to participate in activities for a sustainable future and, in-line with the pedagogy of the programme, critique and develop this knowledge further. For example, we will reduce our impact on the green environment, through the use of e learning, e-submission and e-books. We will promote student wellbeing and develop resilience, in the self and others. Additionally, there will be an emphasis on encouraging students to ask critical questions of themselves, others and our global community, which will enable them to clarify their own values as well as promote a sustainable future.

The emphasis on the programme is to offer an environment and curriculum in which students can learn to develop their confidence in becoming critically curious, resilient and effective communicators. In addition we are keen to develop extra-curricular activities through the Universities e FEST weeks and filed work trips.

3. Distinctive Features

The BA Special Educational Needs and Disability Studies programme includes a number of modules through which core knowledge of Special Educational Needs and Disability across the life course can be translated into both strategic and face-to-face professional practice in areas such as; formal and informal educational, health and social care, housing, social policy and within a wide range of voluntary sector organisations both nationally and internationally.

A consistent theme across the programme is to encourage students to apply their knowledge to working **with** people.

The programme places significant emphasis upon the educational, social, cultural and political contexts of children and young people with special educational needs and disabled children, young people and adult's lives and those of their families and carers.

The programme enables students to work with children and young people with special educational needs and disabled people and/or their families through both SEDD90: Work-based

Learning, their dissertation projects and through SED HO1 'Professional Contexts: The Role of the Practitioner' module. The programme has excellent links with a wide range of organisations and practitioners working within the field of special educational needs and disability, which enables students on the programme to critically engage with the workplace.

The programme has strong links with external employers through the establishment of a Professional Advisory Group (PAG). Members of the PAG include representation from educational psychology, Speech and Language Therapy (SLT), parent and family support, the SENTient Trust, statutory sector strategic leads for SEND, voluntary sector representation, such as Plymouth People First, Community Equality Disability Action (CEDA) and The Plymouth Guild and Active for Life.These relationships enhance graduate employability through SEDD90 (Work-based Leaning Module at level 5). The pedagogical underpinning of the programme alongside the skills, knowledge and values that the students develop, will stand them in good stead to find and gain employment in the service of others, in addition to careers in, management, leadership, research, business and innovation in a global marketplace.

4. Programme Aims

1. Develop an understanding and knowledge of key concepts and theoretical approaches within the area of special educational needs and disability

2. Develop an awareness of social context and of the nature of social processes underpinning social and transformative change within the field of Special Educational Needs and Disability

3. Develop an understanding of the value of comparative and international analysis in special educational needs and disability

4. Enable students to present multiple perspectives of special educational needs and disability in ways that foster critical evaluation and the role and application of research methodology

5. To enable in-depth knowledge and understanding of special educational needs and disability which is informed by current research, including a critical awareness of current issues and developments in a particular area of specialism

6. To actively engage with opportunities to acquire experience in private, public and/or voluntary sector organisations which are linked with special educational needs and

disability development and provision

7. Development of digital literacy and a range of transferable skills to facilitate personal and professional development

5. Programme Learning Outcomes

Knowledge & understanding:

By the end of this programme students should be able to demonstrate:-

1. An understanding of the diversity of learners and the complexities of both formal and informal education within the context of SEN and disability and the nature of intersectionality i.e. gender, ethnicity, age and sexuality.

2. A critical understanding of key concepts and theoretical perspectives in relation to policy frameworks surrounding special educational needs and disability

3. A critical understanding of contemporary knowledge and practices in disability studies and apply these across a range of topics

4. An understanding of the role of the professional in working with children and Young People with special educational needs and disabled children, young people, adults and their families are carers.

Intellectual skills:

By the end of this programme students should be able to:-

5. Synthesise their learning from the programme, in addition to experiences from work-based and professional learning modules SEDD90 and SED HO1

6. Apply critical, reflective, creative and analytical thinking in the application of their knowledge

7. Adopt and apply multiple perspectives when understanding special educational needs and disability. For example, Disability Studies, Sociology and Education Studies.

8. Utilise both qualitative and quantitative forms of data and engage in practitioner research which demonstrates ethical responsibility

9. Analyse social and educational policies by using a range of analytical tools from a range of disciplines

BA (Hons) Special Educational Needs and Disability Studies (v1.5)

Practical skills:

By the end of this programme students should be able to demonstrate:-

10. Reflect on their own values, development and practices and in particular their understandings regarding working *with* people

11. Use appropriate methodologies/methods to study and evaluate theories of special educational needs and disability

12. Safeguard and actively promote the welfare of children and young people with special educational needs and disabled children, young people and adults

13. Demonstrate an understanding of inclusive practice and make a contribution to the development of formal and informal education for children and young people with special educational needs and disabled children, young people and adults

Transferable / key skills:

By the end of this programme students should be able to:-

14. Confidently communicate ideas to a range of audiences in different modalities

15. Demonstrate confidence in challenging received opinion through professional debate and discussion

16. Work autonomously and demonstrate self-motivation and time management.

6. Learning and Teaching Methods

The Special Educational Needs and Disability Studies programme uses a variety of teaching and learning processes in order to enable students to achieve the Learning Outcomes. These include:

Directed learning

Lecturer guides student towards appropriate materials, study activities and reading, responsibility for acquisition and assimilation remains with the individual student.

E Learning

The use of electronic media i.e. via Virtual Learning (Learning Space) in order to support learning. For example, access to readings, PowerPoint Slides and also as a way of communication

Examination

Learners engage with a set of questions at a specified time

Fieldwork Trips

BA (Hons) Special Educational Needs and Disability Studies (v1.5)

Students engage in fieldwork activities/trips with the aim of inspiring a deep approach to learning and provide formative experiences

Group-Work Activities

Students working in small groups to carry out tasks, which are followed by group feedback. For example, discussions, debates and group tasks/exercises

Guest/Keynote Speakers

Using practitioners/researchers from the field to deliver topic focused workshops/seminars

Independent Study

Students to conduct their own research/activities including the use of internet material, video clips posted on LS

Lecture

Topics are both introduced and discussed at a specific time around a specific topic

Placement

Learning takes place in an appropriate setting which has a focus on special educational needs and/or disability and to include placement briefings and supervision

Presentations

To take place individually or in small groups after a period of research.

Seminar

In small groups learners extend upon and develop understanding of areas, which have already been introduced. This may involve discussions around readings or video clips

Tutorial

Often one to one or small group encounters between a tutor and student in which learning may be stimulated by a student request or maybe focused on the detail of subject matter covered in another context

Workshop

Learning which is normally delivered via a practical activity.

6.1 Learning Enhancement

Students will be encouraged to critically reflect on their own skills, knowledge and behaviours, in both formative and summative assessments, as well as contribute to the critical reflections and development of their peers, in both formative and summative assessments.

The programme contains work based learning placements and students will be encouraged to participate in other activities, such as voluntary work, fieldwork activities/trips and e-Fest activities, to enhance their learning and development. Where students are unable to participate, alternative provisions will be made

6.2 e-Learning

E learning is a central component of the special educational needs and disability studies programme. The relationship with e learning will differ depending on the pedagogy of the module. However at the very least will provide information and links to literature and other resources on the University's learning space. Most of the modules will utilise a blended learning approach in which e-learning activities support the face to face interaction and learning environment as well as providing the students with opportunities to further enhance and apply their knowledge and understanding.

7. Modes of Assessment

All assessments will be in-line with the University's assessment regulations. The students will have the opportunity to communicate their knowledge, skills and values through a combination of the following:

Case Study

A close examination of a particular issue

Dissertation

An in-depth independent study of 10000 words.

Essay

Extended writing assignment in response to a question set by the module lead, or in negotiation between student and lecturer

Examination

Time constrained and under test conditions. May be essay type answer, short answer, data analysis and interpretation or multiple-choice questions. Can be written or verbal communication.

Literature Review

A critical review of academic articles, books and other sources (e.g. policy papers, reports) relevant to a particular area or issue

BA (Hons) Special Educational Needs and Disability Studies (v1.5)

Portfolio

Collection of short tasks, either in written format or a series of online tasks, such as blogs and discussion board communication.

Presentation

A talk or discursive interview on a specified topic could be individual or group.

Reflective Recording

Reflective account of experience and knowledge

Research Proposal

A detailed description of an intended research process

Review

Analysis of a selected text, film or documentary

Synopsis

A summary of an article or book chapter

8. Exemptions to University Regulations

N/A

9. Work-Based Learning / Placement Learning

The knowledge, skills and values the students will develop through participation and success in the special educational needs and disability studies programme will enable them to be 'work ready'.

Many of the modules encourage students to apply their knowledge and understanding to the workplace and working *with* people. Alongside this, placement learning will be available to the students, the placement module at level 5 and expectation to participate in the wider University employability scheme, through voluntary participation in schemes, such as e-Fest and opportunities which match their course aims and objectives.

10. Programme Structure

	Module Code[1]	Module Title	Credits	Assessment			Semester/Term^	C/O*	Non-condonable#
				%age Course work	%age Written exam	%age Practical exam			
Level 4	SEDC90	Engaging with Learning: Special Educational Needs and Disability Studies	20	100			X	C	
	PRUC04	Creative and Inclusive Practice	20	100			X	C	
	SEDC01	Introduction to Disability Studies	20	50		50	A	C	
	PYCC02	Health and Wellbeing	20	100			A	C	
	PRUC02	Engaging with Practice	20	100			B	C	
	SEDC02	Special Education: Contexts and Concepts	20	100			B	C	
Level 5	SEDD90	Work-Based Learning: Special Educational Needs and Disability Studies	20	100			X	C	√
	SEDD01	Comparative and International Perspectives of Special Educational Needs and Disability	20	100			X	C	
	SEDD05	Disability and Social Theory	20	100			A	C	
	SEDD03	Developing Inclusive Education: Intersectionality	20	100			A	C	
	PRUD05	Researching Education, Health and Welfare	20	100			B	C	
	SEDD04	Inter-Professional Practice: Safeguarding[2]	20	100			B	C	
Level 6	SSCHD1	Dissertation	40	100			X	C	
	SEDH02	Critical Issues in Disability and Care	20	100			A	C	
	SEDH01	Professional Contexts: The Role of Practitioners[3]	20	50		50	B	C	
	PYCH05	Understanding and Managing Specific Learning Disabilities	20	100			A	C	
	PYCH06	Mental Health, Lifelong Conditions and Young People	20	100			B	C	

[1] a definitive module descriptor is required for each module

[2] Negotiation with module/programme leader of an Independent Study Module (ISM) may be possible in certain circumstances.

[3] Negotiation with module/programme leader of an Independent Study Module (ISM) may be

BA (Hons) Special Educational Needs and Disability Studies (v1.5)

possible in certain circumstances

Key:

^ For modules delivered by semester:

- A or B = Semester A or B

- X = modules delivered across Semesters A and B

* C = compulsory; O = optional

A tick indicates that the module is non-condonable on this programme.

11. Accrediting Professional Body / Professional Regulatory and Statutory Body (PSRB)

N/A

12. Professional Advisory Group

The programme has a Professional Advisory Group (PAG).

The development of employer partnerships through PAG and consultation work with a range of stakeholders supports the SED HO1: Professional Contexts: The Role of Practitioners' module at level 6 which will consist of a series of practitioner led seminar/workshops resulting in training accreditation. In addition the PAG plays a significant role in supporting the delivery and development of SEDD90: Work based Learning at level 5.

13. Academic Progression Opportunities

The programme places students in an excellent position to apply for post-graduate training across a range of professions and post graduate research awards. Additionally the skills, knowledge and values that the students will gain, when successful, during the programme will enable them to be in a positive position if they wish to apply for further study in fields such as education, social work, youth and community work and health and social care careers.

14. Employability and Career Progression Opportunities

The University defines 'employability' as "…the set of achievements, understandings and personal attributes that make graduates of the University of St Mark & St John more likely to gain

employment and be successful in their chosen occupations" (Employability Strategy 2013 – 2015: 3).

The programme has been designed and developed using a range of "embedded activities and concurrent opportunities that are based on interaction with industry and the professions" (Employability Strategy 2013 -2015: 1). For example:

1. The programme shares a number of modules with other programmes. The aim of the inclusion of modules, such as, SSC CO2: Introduction to Psychology, SSC CO4: Introduction to Sociology and SSC CO5: Introduction to Social Policy into the programme is to enable students to recognise and develop a range of perspectives and research tools with which to critically explore special educational needs and disability. Students will have the opportunity to tailor their assignments towards special educational needs and disability in those modules, which are shared which emphasises the uniqueness of the programme whilst sharing modules. In addition shared modules also enable students to scaffold their learning as they progress through their degree. For example, SSC CO5: An Introduction to Social Policy will provide a framework for SED DO2: Disability Policy and Practice.

2. The above will enable students to build upon and develop their understanding of the interdisciplinary nature of special educational needs and disability.

3. Enhancing graduate employability through SEDD90 (Work-based Leaning Module at level 5). The pedagogical underpinning of the programme, skills, knowledge and values that the students develop, will stand them in good stead to find and gain employment in the service of others, in addition to careers in, management, leadership, research, business and innovation in a global marketplace

4. The programme has developed strong working relationships with a wide range of external partners and key stakeholder groups through the Professional Advisory Board (PAG). These relationships have enable strong links to professional practice through SEDD90: Work-Based learning and SSC HO1 'Professional Contexts: The Role of Practitioners'. Workshops delivered by external partners within this module will also enable students to gain accreditation in a number of key areas relating to special educational needs and disability. These strong relationships with the field also contribute to the establishment of increased employability and career progression routes. For

example, the provision of opportunities for students to build up their networking circles within the professional filed of special educational needs and disability.

5. The programmes PAG has also played a key role in the design of the programme, which adds significant currency to the programme. The PAG includes members from a range organisations/settings including; an educational psychologist, a parent support worker, team leader for SEND, Plymouth People First, Youth Service Coordinator for Community Equality Disability Action (CEDA), representatives from Speech and Language Therapy (SLT), Plymouth Guild and Active for Life and the SENTient Trust

6. The programme offers students the opportunity to participate in a number of fieldwork trips. Herrick (2009) suggests that fieldwork has the ability to inspire a deep approach to learning while also providing students with formative experiences. These opportunities enable students to participate in face to face interactions and therefore, support the enhancement of the student experience by encouraging and supporting students to build upon their resilience in challenging their own taken for granted understandings about the concepts of disability and impairment.

15. Support for Students and for Student Learning

The programme team and University recognise the value of working with a student holistically. Consequently the student support team, alongside the programme team, offer the students a wide range of services and guidance to support them through their studies.

At programme level, all students will be allocated a Personal Development Tutor for the duration of their studies, named module leads and open access to the programme lead. At an institutional level students will be able to access the comprehensive and confidential services provided by the student support team in the following areas:

- Academic Advice
- Academic Skills
- Accommodation
- Disability and Inclusion Advice Service
- Employability and Careers Development
- Finance and Welfare
- Health

- Student Counseling and Well-being

- Student Volunteering

- Library Support

- Media and IT support

- Chaplaincy Team support

The Faculty, department and programme team recognise the value of the 'whole student experience' within Higher Education. The Faculty focuses a significant amount of energy in assuring the total student experience is extended, enhanced and enriched; extended in the sense that students are prepared for the University experience, enhanced in the sense that students have a successful and enjoyable experience whilst at the University, and enriched in the sense that students are able to undertake opportunities to guide lifestyle and career aspirations alongside their studies

16. Student Feedback Mechanisms

Students have a number of opportunities to feedback to the programme team and institution about their experiences. These mechanisms include:

- Regular student-staff programme meetings (SSLC)

- Appointments with the programme lead

- A Personal Development Tutor

- Module feedback/evaluation forms

- Students' Union

17. Other Stakeholder Feedback (i.e. graduates and employers)

Stakeholders, work-based learning placement providers, PAG and interested parties will be regularly invited to feedback on the content of the programme and the development of the students skills, knowledge and values. The mechanisms for this may include:

- Annual review of the programme meeting

- PAG Meetings

- Programme lead- work-base placement review meetings

18. Quality and Enhancement Mechanisms

The quality of the student experience and the standards of the awards are managed and quality

assured through the typical University regulations and procedures.

Student achievement and progression is managed through the Module Assessment Boards (MABs) and the Progression and Award Boards (PABs).

Programmes are reviewed annually through annual monitoring processes, including external examiner contributions, and incorporate student feedback mechanisms.

Module	Knowledge/Understanding				Intellectual Skills					Practical Skills				Transferable Skills		
	K1	K2	K3	K4	I5	I6	I7	I8	I9	P10	P11	P12	P13	T14	T15	T16
SEDC90						X				X	X			X	X	X
SEDC01			X			X	X			X	X			X	X	X
PRUC04																
PYCC02				X	X	X								X		
PRUC02				X	X									X		X
SEDC02	X	X	X	X		X	X		X	X			X		X	X
SEDD90				X	X			X		X		X	X		X	X
SEDD01			X			X	X			X				X	X	X
SEDD05	X	X	X			X		X		X	X			X	X	X
SEDD03	X		X	X			X			X	X		X	X	X	X
CYCD18			X			X		X		X	X	X	X		X	X
CYCD06		X		X					X	X		X		X	X	X
SSCHD1	X	X	X			X	X	X		X	X	X		X	X	X
SEDH02		X	X	X		X	X			X			X	X	X	X
SEDH01	X		X	X	X				X			X	X	X	X	X
PYCH05	X	X	X	X		X	X			X			X	X	X	X
PYCH06	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X

Generic Level and Grade Descriptors: BA (Hons) Special Educational Needs and Disability Studies

University generic level descriptors are used for describing and making judgements about all students' on University programmes. These reflect progression in learning, from one level to the next. Therefore as you proceed from one level to the next, it is assumed that the skills described at the earlier level have been satisfactorily demonstrated.

The level descriptors provide the basis for specific learning outcomes and assessment criteria for the BA (Hons) Special Educational Needs and Disability Studies. They offer the opportunity for all programmes to consider the demand, complexity, depth of study and degree of learner autonomy at each level of study.

The programme follows the University's generic level and grade descriptors as set out below. Specific programme information is provided on Learning Space.

The four headings for the descriptors have the following purposes:

Knowledge & understanding: a) describe the factual and/or conceptual base of the field of study; b) the ethical issues the learner has to address.

Intellectual skills: describe the way in which the learner develops intellectual skills and demonstrates their knowledge and understanding.

Practical skills: describe how the subject specific practical skills are developed within the programme of learning (where applicable).

Transferable skills: summarise the range of skills all students would be expected to acquire throughout a programme of study.

Programme specific level descriptors, programme and module outcomes should align with the University generic level descriptors in terms of each of these four domains.

BA (Hons) Special Educational Needs and Disability Studies (v1.5)

The Grade Descriptors focus on the development of knowledge and understanding and intellectual skills. Each grade presented assumes that the lower level criteria have been achieve.