Institute of Education
BA (Hons) Special Educational Needs, Disability, Inclusion and Childhood and Family Studies with Sandwich Placement
Course Guide

2018-19
September
About this guide

This is your course guide. It provides the basic but fundamental information about your course of study. This guide is yours for the duration of the course, we don't re-issue it annually and if any information contained within were to change then we will write to you to explain so.

In particular, if any important aspects relating to your modules were to change then we will inform you in accordance with the Code of Practice for the Management of Changes to Modules and Courses. The teaching and support teams which you will get to know over time will refer to this guide – it will be useful to you and we advise you to make good use of it throughout your studies.

The Course Guide should be read in conjunction with the more general sources of information which relate to all students at the University. The Student Handbook is a very detailed reference point for all issues relating to your studies which aren't specific to just your particular course. You might also want to refer to the Student Charter; the University's Policies and Regulations and the University Assessment Handbook documents which will provide you with all of the information that we think you will need for your period of study here.

If you need additional information, or you simply want to discuss elements of any of these documents or other aspects of your course, find that there is something you need to know, please contact your Faculty Student Services:

Faculty Student Services

We can help with the administration and organisation of your time at University – from enrolment and module registration, tuition fee enquiries, attendance support, course management and lifecycle queries, extenuating circumstances, leave of absence, transfers and changes, assignment submission, SAMs appointments, assessment and result queries, right through to Graduation.

You can also come and talk to us for impartial advice and support if things are starting to go wrong and you’re not sure who else to talk to. The main thing to remember is that you are not alone. We see large numbers of students over the course of a year on a variety of issues, so please don’t be afraid to approach us.

We are here to ensure that your transition into Higher Education is as smooth as possible. Normal office opening hours are Monday-Friday 08:45-17:00.

You can contact us through the e:vision help desk, by phone or in person or by e-mail:

<table>
<thead>
<tr>
<th>Faculty of Education Health and Wellbeing (City Campus)</th>
<th>The Millennium City Building MC 125</th>
<th>(01902) 518800</th>
<th><a href="mailto:FEHWStudentServices@wlv.ac.uk">FEHWStudentServices@wlv.ac.uk</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty of Education Health and Wellbeing (Walsall Campus)</td>
<td>The Jerome K Jerome Building WA 005</td>
<td>(01902) 518800</td>
<td><a href="mailto:FEHWStudentServices@wlv.ac.uk">FEHWStudentServices@wlv.ac.uk</a></td>
</tr>
<tr>
<td>Faculty of Education Health and Wellbeing (Burton Campus)</td>
<td>Burton Centre</td>
<td>(01902) 518800</td>
<td><a href="mailto:FEHWStudentServices@wlv.ac.uk">FEHWStudentServices@wlv.ac.uk</a></td>
</tr>
<tr>
<td>Help and Advice is also available from Student Support &amp; Wellbeing...</td>
<td>Contact us at the Alan Turing Building MI 001 for all enquiries and referrals... Services operate at all campuses by appointment.</td>
<td>(01902) 321074</td>
<td><a href="mailto:ssw@wlv.ac.uk">ssw@wlv.ac.uk</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(01902) 321070</td>
<td><a href="mailto:money@wlv.ac.uk">money@wlv.ac.uk</a></td>
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Welcome from the Course Leader

On behalf of the teaching and support teams from BA (Hons) Special Educational Needs, Disability, Inclusion and Childhood and Family Studies with Sandwich Placement course, I would like to extend to you a very warm
welcome to the University of Wolverhampton, and in particular your campus.

My name is Kay Bennett and I am the course leader for your BA (Hons) Special Educational Needs, Disability, Inclusion and Childhood and Family Studies with Sandwich Placement course and alongside your personal tutor, will be your main point of contact over the duration of your studies. My contact details are below – please don’t hesitate to get in touch if you need any support or guidance.

The successes which you will achieve whilst at the University are based upon a partnership between the expertise and support from the staff here and the effort you put into learning. We welcome students who are eager to think for themselves, to take control of their own learning and who are ready to get involved in developing the skills required in a highly competitive job market. Make the most of the wide range of opportunities available to you.

Studying at University can be difficult, and for many of you the transition into University life will be challenging. However we will support you throughout your course, particularly whilst you develop into an independent learner over the course of your first year with us.

We believe it is important that you are encouraged to make your own contribution to the effective operation and development of your chosen course. We hope that you might consider acting as a Course Representative during some of your time with us to help the University continue to improve your experience.

I would like to wish you every success with your studies. We look forward to working with you and hope that you enjoy your time with us.

Kay Bennett

Course Management and Staff Involvement

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>Specialism</th>
<th>eMail</th>
<th>Tel. Ext.</th>
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<tr>
<td>Head of Department</td>
<td>Mrs Faye Stanley</td>
<td></td>
<td><a href="mailto:FayeStanley@wlv.ac.uk">FayeStanley@wlv.ac.uk</a></td>
<td>3371</td>
<td>WN332</td>
</tr>
<tr>
<td>Course Leader</td>
<td>Mrs Kay Bennett</td>
<td></td>
<td><a href="mailto:K.Bennett4@wlv.ac.uk">K.Bennett4@wlv.ac.uk</a></td>
<td>2866</td>
<td>WPI33</td>
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Educational Aims of the Course

The Special Educational Needs, Disability, Inclusion and Childhood and Family Studies degree will develop the skills and knowledge required for a range of careers working with children, their families and the services that support them, in both education and social contexts. Students will also be able to identify and understand the challenges faced when trying to adopt an inclusive approach to all aspects of life, and how they can meet and address these challenges in a positive way as members of a diverse global society.

The course is suitable for people new to this area or experienced staff searching for career development.

Work experience placements are an integral part of the course and can be negotiated in a variety of settings such as schools, nurseries, community care centres, hospitals, social services, libraries and other relevant settings.

Teaching and learning is designed to support digital literacy and students are encouraged to share knowledge and be enterprising with their ideas. An international perspective is taken to the degree and students will also have the opportunity to learn about how other countries support children and their families and develop inclusive practice.

What makes this programme distinctive?
• You can choose which age group you wish to focus on depending on your personal interests and career aspirations.
• This unique course offers both academic rigour and professional relevance.
• All the members of the teaching team are active researchers of Special Needs and Inclusion Studies and Childhood and Family Studies.

A placement can be undertaken anywhere; local, national or even, in some instances, international. During a placement, you will be doing similar work to a normal employee of the organisation giving you a unique insight into your chosen profession or sector, the opportunity to acquire crucial personal skills and also the opportunity to build a network of useful contacts. Many companies that employ graduates use placement programmes as a method of recruitment so you could be fast tracked into employment or onto one of their graduate schemes if you impress them.

The team at The Workplace constantly search for new placement opportunities but if you find an opportunity that interests you or you have been successful in securing one yourself, contact them for further information and support.

Course Structure

September (Sandwich)

Part time students study alongside full time students. However, they do not study more than 80 credits in each academic calendar year.

Year 1

<table>
<thead>
<tr>
<th>Module</th>
<th>Title</th>
<th>Credits</th>
<th>Period</th>
<th>Type</th>
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<tr>
<td>4SN011</td>
<td>Studying research and inclusion</td>
<td>20</td>
<td>SEM1</td>
<td>Core</td>
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<tr>
<td>4CF011</td>
<td>Child and Young Person Development</td>
<td>20</td>
<td>SEM1</td>
<td>Core</td>
</tr>
<tr>
<td>4CF005</td>
<td>Safeguarding and Promoting Well-Being</td>
<td>20</td>
<td>SEM1</td>
<td>Core</td>
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<tr>
<td>4CF012</td>
<td>Role of Play in Childhood</td>
<td>20</td>
<td>SEM2</td>
<td>Core</td>
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<tr>
<td>4SN005</td>
<td>Introduction to Disability, Diversity and Inclusion</td>
<td>20</td>
<td>SEM2</td>
<td>Core</td>
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<tr>
<td>4SN006</td>
<td>Promoting Inclusive Practice</td>
<td>20</td>
<td>SEM2</td>
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September (Sandwich)

Part time students study alongside full time students. However, they do not study more than 80 credits in each academic calendar year.

Year 2
<table>
<thead>
<tr>
<th>Module</th>
<th>Title</th>
<th>Credits</th>
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<tr>
<td>5ED004</td>
<td>Enhancing Professional Practice on Placement</td>
<td>20</td>
<td>SEM1</td>
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<tr>
<td>5SN003</td>
<td>Professionals in Context</td>
<td>20</td>
<td>SEM1</td>
<td>Core</td>
</tr>
<tr>
<td>5CF005</td>
<td>Families and Communities in Context</td>
<td>20</td>
<td>SEM1</td>
<td>Core</td>
</tr>
<tr>
<td>5ED002</td>
<td>Research Methods</td>
<td>20</td>
<td>SEM2</td>
<td>Core</td>
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<tr>
<td>5SN001</td>
<td>Including Young Children</td>
<td>20</td>
<td>SEM2</td>
<td>Core</td>
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<tr>
<td>5CF010</td>
<td>Youth Culture and Identity</td>
<td>20</td>
<td>SEM2</td>
<td>Core</td>
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**September (Sandwich)**

Part time students study alongside full time students. However, they do not study more than 80 credits in each academic calendar year.

**Year 3**

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<thead>
<tr>
<th>Module</th>
<th>Title</th>
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<tr>
<td>5HU004</td>
<td>Supervised Work Experience</td>
<td>40</td>
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**September (Sandwich)**

Part time students study alongside full time students. However, they do not study more than 80 credits in each academic calendar year.

**Year 4**

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<th>Module</th>
<th>Title</th>
<th>Credits</th>
<th>Period</th>
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<tr>
<td>6ED015</td>
<td>Education Research Project</td>
<td>40</td>
<td>YEAR</td>
<td>Core</td>
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<tr>
<td>6CF003</td>
<td>Tackling Inequalities</td>
<td>20</td>
<td>SEM1</td>
<td>Core</td>
</tr>
<tr>
<td>6CF005</td>
<td>Rights, Responsibilities and Advocacy</td>
<td>20</td>
<td>SEM1</td>
<td>Core</td>
</tr>
<tr>
<td>6SN006</td>
<td>Critical and Social Issues. Facial Disfigurement: Impairment or Disability?</td>
<td>20</td>
<td>SEM2</td>
<td>Core</td>
</tr>
<tr>
<td>6SN005</td>
<td>Specific Learning Difficulties: Label or Life Sentence?</td>
<td>20</td>
<td>SEM2</td>
<td>Core</td>
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**Course Learning Outcomes**

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Contributing Modules</th>
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<tbody>
<tr>
<td>CertHE Course Learning Outcome 1 (CHECLO1)</td>
<td>4CF005 Safeguarding and Promoting Well-Being&lt;br&gt;4SN011 Studying research and inclusion</td>
</tr>
<tr>
<td>&quot;Demonstrate knowledge of the underlying concepts and principles associated with your area(s) of study, and an ability to evaluate and interpret these within the context of that area of study&quot;</td>
<td></td>
</tr>
<tr>
<td>CertHE Course Learning Outcome 2 (CHECLO2)</td>
<td>4CF011 Child and Young Person Development&lt;br&gt;4CF012 Role of Play in Childhood</td>
</tr>
</tbody>
</table>
"Demonstrate an ability to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of your subject(s) of study."

CertHE Course Learning Outcome 3 (CHECLO3)
Evaluate the appropriateness of different approaches to solving problems related to your area(s) of study and/or work

CertHE Course Learning Outcome 4 (CHECLO4)
"Communicate the results of your study/work accurately and reliably, and with structured and coherent arguments"

CertHE Course Learning Outcome 5 (CHECLO5)
Demonstrate the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility

DipHE Course Learning Outcome 1 (DHECLO1)
"Demonstrate knowledge and critical understanding of the well-established principles of your area(s) of study, and of the way in which those principles have developed with an understanding of the limits of your knowledge, and how this influences analyses and interpretations based on that knowledge."

Honours Course Learning Outcome 1 (DEGCLO1)
"To demonstrate knowledge and understanding of the importance and challenges of working in order to meet the needs of children, young people and families."

DipHE Course Learning Outcome 2 (DHECLO2)
"Demonstrate the ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context"

DipHE Course Learning Outcome 3 (DHECLO3)
"Demonstrate knowledge of the main methods of enquiry in the subject(s) relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study"

DipHE Course Learning Outcome 4 (DHECLO4)
"Use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis"

DipHE Course Learning Outcome 5 (DHECLO5)
"Effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key
<table>
<thead>
<tr>
<th>Course Level</th>
<th>Course Code</th>
<th>Learning Outcome</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>DipHE</td>
<td>DHECLO6</td>
<td><strong>Demonstrate the qualities and transferable skills necessary for employment, requiring the exercise of personal responsibility and decision-making and undertake further training, developing existing skills and acquire new competences that will enable them to assume significant responsibility within organisations.</strong></td>
<td></td>
</tr>
<tr>
<td>Ordinary Degree</td>
<td>ORDCLO1</td>
<td><strong>To demonstrate knowledge and understanding of the importance and challenges of working in order to meet the needs of children, young people and families.</strong></td>
<td></td>
</tr>
<tr>
<td>Ordinary Degree</td>
<td>ORDCLO2</td>
<td><strong>To demonstrate knowledge and understanding of the expected pattern of children’s development from birth and pedagogical approaches for working with children, young people and families.</strong></td>
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<tr>
<td>Ordinary Degree</td>
<td>ORDCLO3</td>
<td><strong>To be aware of the underlying values and principles relevant to the ideologies of inclusion, and develop a personal stance which draws on your knowledge and understanding, including the diversity of learners and the complexities of the inclusion process.</strong></td>
<td></td>
</tr>
<tr>
<td>Ordinary Degree</td>
<td>ORDCLO4</td>
<td><strong>To be able to evaluate the societal and organisational structures and purposes of social systems, and the possible implications for all involved</strong></td>
<td></td>
</tr>
<tr>
<td>Ordinary Degree</td>
<td>ORDCLO5</td>
<td><strong>To be aware of, analyse and make critical judgements about key concepts, theories and principles and be able to communicate these clearly using appropriate media and digital technologies.</strong></td>
<td></td>
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<tr>
<td>Ordinary Degree</td>
<td>ORDCLO6</td>
<td><strong>To be able to reflect on your own value system and identify future learning and professional goals.</strong></td>
<td></td>
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<tr>
<td>Honours</td>
<td>DEGCLO2</td>
<td><strong>To demonstrate knowledge and understanding of the expected pattern of children’s development from birth and pedagogical approaches for working with children, young people and families.</strong></td>
<td></td>
</tr>
</tbody>
</table>
Honours Course Learning Outcome 3  
(DEGCL03)

"To be aware of the underlying values and principles relevant to the ideologies of inclusion, and develop a personal stance which draws on your knowledge and understanding, including the diversity of learners and the complexities of the inclusion process."

Honours Course Learning Outcome 4  
(DEGCL04)

"To be able to evaluate the societal and organisational structures and purposes of social systems, and the possible implications for all involved"

Honours Course Learning Outcome 5  
(DEGCL05)

"To be aware of, analyse and make critical judgements about key concepts, theories and principles and be able to communicate these clearly using appropriate media and digital technologies."

Honours Course Learning Outcome 6  
(DEGCL06)

To be able to reflect on your own value system and identify future learning and professional goals.

PSRB

None

Employability in the Curriculum

- You may go into teaching, lecturing or research in the field of Childhood and Family Studies or Seek employment in the professional support services for SEN and disabilities.
- There are a range of options in community care, family support, play work, youth work, nursery management, inclusion management, advocacy posts and charities.
- If you want to become a teacher you will need to undertake a Postgraduate Certificate in Education (PGCE)
- You could also choose to apply for a Master’s Degree in Social Work or in SEN and Disability Studies or gain further qualifications as a play therapist or youth counsellor.
- You may choose to apply for the Graduate Employer Based Early Years Initial Teacher Training

The completion of a Sandwich Year will enable you to gain valuable hands on experience in a relevant work environment. This will not only provide additional practical subject skills but it will also develop personal transferable skills such as communication skills, problem solving skills and demonstrate competency in working with other people. This will increase your employability and assist you in gaining employment in the future.

Teaching, Learning and Assessment
Learning will be face to face and on-line and will consist of the following:

- Lectures
- Seminars
- Tutorials
- Debates
- Small and large group work
- Discussion forums and wikis
- Student presentations
- Work based learning through placements (to support employability skills)
- Research activities
- Independent and guided study
- Collaborative on-line tasks and activities
- Individual on-line tasks and activities
- Video and image analysis
- Case studies
- Role play

The on-line activities and electronic presentations the students will prepare will support their digital literacy.

The group tasks and seminars will support students' enterprising ideas.

The international perspectives to topics taken in lectures and learning tasks will support students' global citizenship.

Reference Points

QAA Subject Benchmarks for Early Childhood Studies are integrated into the degree.

Framework for Higher Education Qualifications

University Assessment Strategy – a wide range of differing assessment strategies have been chosen to ensure that the full range of skills are developed.

Equality Act 2010

Academic Regulations Exemptions

D.3.10 Exemption from the requirement to compensate marginal failure in module 4CF005. Note: Section: 4.4.4 will now not apply to this module.

Approved by ARSC on 27th May 2010

Support with your studies

University Learning Centres are the key source of academic information for students providing access to:

- Physical library resources (books, journal, DVDs etc.)
- Study areas to allow students to study in the environment that suits them best: Social areas, quiet and silent areas.
- A wide range of online information sources, including eBooks, e-journals and subject databases
- Academic skills support via the Skills for Learning programme
- Students on campus can attend workshops or ask for one-to-one help on a range of skills such as
• Dedicated Subject Pages to enable you to explore key online information sources that are recommended for their studies.
• Physical access to local libraries both in UK and overseas via SCONUL and WorldCat agreements

We also strongly advise you to download to “MyWLV” student app. MyWLV is a single point of personalised access to the variety of systems the University offers. This includes pulling through relevant information (e.g. deadlines, timetables) and linking to underlying systems.

Leave of Absence:

The University allows breaks in learning of up to two years and there is a process for applying for a leave of absence, which can be accessed through your e:Vision account. Initially you will need to apply for the leave of absence, which could be for medical, parental or personal reasons. A short-term absence, such as annual leave, must not be recorded as a break. The course leader will consider, and where appropriate agree, the leave of absence application. A return date will be identified and agreed for a suitable point in the programme. Additional course fees may be incurred as a result of a leave of absence and you are advised to discuss this with the Faculty Student Services team prior to application.

Course Specific Support

For all semester based modules there will be 2 hours face to face sessions per week and then an additional 1hr of either face to face or on-line activities to support learning (e.g. via seminars or small group tasks).

Study skills (such as using Harvard referencing and writing for academic purposes) are embedded in some modules at level 4 and extended at levels 5 and 6.

Students will receive feedback informally throughout the modules and formally through written feedback for their formative and summative assignments. This feedback will be constructive and indicate to students how to progress in their learning.

Students will be supported throughout their professional practice report by an allocated academic supervisor.

All students will have a personal tutor to support their progress through the course.

The learning centre provides learning support and resources. Many books and journals are also available electronically for the students to access to support their learning. Students with additional needs will be supported by the Faculty Enabling Tutor.

Contact Hours

In higher education, the term ‘contact hours’ is used very broadly, to refer to the amount of time that you spend learning in contact with teaching or associated staff, when studying for a particular course.

This time provides you with the support in developing your subject knowledge and skills, and opportunities to develop and reflect on your own, independent learning. Contact time can take a wide variety of forms depending on your subject, as well as where and how you are studying. Some of the most common examples are:

• lectures
• seminars
• tutorials
• project supervisions
• demonstrations
• practical classes and workshops
• supervised time in a studio/workshop
• fieldwork
- external visits
- work-based learning (including placements)
- scheduled virtual interaction with tutor such as on line, skype, telephone

In UK higher education, you as the student take primary responsibility for your own learning. In this context, contact time with teaching and associated staff is there to help shape and guide your studies. It may be used to introduce new ideas and equip you with certain knowledge or skills, demonstrate practical skills for you to practise independently, offer guidance on project work, or to provide personalised feedback.

Alongside contact time, private or independent study is therefore very significant. This is the time that you spend learning without direct supervision from, or contact with, a member of staff. It might include background reading, preparation for seminars or tutorials, follow-up work, wider practice, the completion of assignments, revision, and so on.

50 Day Engagement:
You will be withdrawn from the University if you fail to engage with the academic requirements of your course of study, within 50 days of the course start date, following repeated and reasonable attempts by the University to contact you.

Course Specific Health and Safety Issues
No specific health and safety issues have been recorded for this provision, but should this change your Course Leader will make you aware of this and provide relevant guidance as appropriate.

Course Fact File

<table>
<thead>
<tr>
<th>Hierarchy of Awards:</th>
<th>Bachelor of Arts with Honours Special Educational Needs, Disability, Inclusion and Childhood and Family Studies, having satisfactorily completed a sandwich placement</th>
</tr>
</thead>
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<tr>
<td></td>
<td>Bachelor of Arts Special Educational Needs, Disability, Inclusion and Childhood and Family Studies, having satisfactorily completed a sandwich placement</td>
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<td></td>
<td>Diploma of Higher Education Special Educational Needs, Disability, Inclusion and Childhood and Family Studies, having satisfactorily completed a sandwich placement</td>
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<td>Certificate of Higher Education Special Educational Needs, Disability, Inclusion and Childhood and Family Studies, having satisfactorily completed a sandwich placement</td>
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Published: 15-Aug-2018 (Auto Published)