

## Course Information

**Award:**

BA (Hons) Special Educational Needs and Disability Studies

**UCAS Code: X161**

**Location:**

Southend Campus  
South Essex College of Further and Higher Education  
Luker Road,  
Southend-on-Sea  
Essex  
SS1 1ND

**Awarding body:**

University of East Anglia (UEA)

**Professional body accreditation:**

N/A

**Duration:**

3 years

**Academic year:**

2019/2022

**Part-time study:**

N/A

**Work placements:**

Yes minimum of 1 day per week

**Timetables:**

Timetables are normally available one month prior to registration, though we endeavour to let you know an outline as soon as possible. Please note that we make every effort to ensure timetables are as student friendly as possible, scheduled teaching can take place on any day during the week . Typically timetables are scheduled for 13 hours per week across 2 days between 9am-5pm (however there may be events during the year, for example guest speakers that may run until 6pm). We expect students to build on their learning through Independent study for which we have space available within the campus or at the Forum in Southend.

**Work Placement:**

A minimum of 1 day Work placement is required throughout the duration of the course. Work placement as a course requirement feeds through the modules SE4-05 Effective Working Practices during the 1st year and then SE5-03 Developing and Delivering Learning Support Programmes in the 2nd year and SE6-03 Practice and Innovation in Supporting Specific Needs in Year 3.

## **Entry Requirements:**

### **Entry requirements 2019-20:**

A Minimum of 64 UCAS Points from one or more of the following:

- at least two A-levels
- BTEC Level 3 Extended Diploma/Diploma/Subsidiary Diploma/Certificate [QCF]
- BTEC National Award/Certificate/Diploma [NQF]International Baccalaureate
- International Baccalaureate
- Access to Higher Education Diploma (with 30 credits at Merit/Distinction)

For any qualification not identified above the HE Admission Team will determine equivalences through UKNARIC

GCSE English and Maths at grade C (old specification) or Grade 4 (new specification) or above OR a Level 2 equivalent such as functional skills

### **International applicants**

If English is not your first language you will need an IELTS score of 6.0 with a minimum score of 5.5 in each component (Reading, Writing, Listening and Speaking), or an equivalent English Language qualification.

### **Additional requirements:**

### **Credit transfer and accreditation of prior learning or experience:**

Applicants wishing to be considered for exemption from year 1 modules such as SE4-04 Practice and Procedure in Workplace settings will be required to provide a portfolio with evidence of policies and procedures and signed off by the workplace and a presentation is done as part of interview process, and for SE4-05 Effective Working Practices will require a portfolio of evidence which must include observations, PDR and a reflection on practice as part of the application. Those wishing to import credits or evidence of prior learning into the course for which they are applying, will be considered in accordance with the awarding bodies policy on Accreditation of Prior (Experiential) Learning.

## **Course Overview**

### **Course Name:**

BA (Hons) Special Educational Needs and Disability Studies

The BA (Hons) Special Educational Needs and Disability Studies degree provides students with the opportunity to become familiar with the theoretical, legislative and skills to be able to work in a variety of settings (Educational and care settings) supporting those with specific needs (including Learning Disabilities, Physical disabilities and mental health issues) and has a work placement that is central to the course which will enable students to be able to apply what is learnt in the classroom in the workplace environment and to bring what has been learnt in the workplace into the classroom, providing an opportunity for students to share practice and experience throughout the degree programme.

The modules studied in Year 1 are:

SE4-01 Introduction to Theoretical Perspectives in SEND,  
SE4-02 Legislation and Policy for SEND,  
SE4-03 Introduction to Specific Needs

SE4-04 Practice and Procedure in Work place settings,  
SE4-05 Effective Working practices.

The modules studied in Year 2 are:

SE5-01 Identifying and Supporting Individual Needs,  
SE5-02 Developing and Delivering Learning Support Programmes,  
SE5-03 Specific Needs ,  
SE5-04 Case Study  
SE5-05 Educational Inquiry

The modules studied in Year 3 are:

SE6-01 Work Place Based Project,  
SE6-02 CPPD,  
SE6-03 Mental Health,  
SE6-04 Protection and Vulnerability,  
SE6-05 Practice and Innovation in Supporting Individual Needs

The programme provides the opportunity not only for students to become familiar with workplace policies, but also to be aware of how these are put into practice. In addition, students will become familiar with a range of assessment tools for assessing needs, and the type of strategies and resources that may be used to support those with various needs. In addition, students will acquire skills in understanding the basis upon which to be able to gather and utilise evidence in order to underpin, support and evaluate practice.

A copy of the rules and regulations governing the course is available  
<https://www.southessex.ac.uk/higher-education/higher-education-policies>

### **Module Information**

#### **Module map**

#### **Year 1 for full-time students (Level 4)**

SE4-01	Compulsory	30	<p><b>Introduction to Theoretical Perspectives in Education and Disability Studies</b></p> <p>This module will provide students with an understanding and knowledge of theoretical issues and perspectives as applied to the fields of Education and Disability, to include the various social science perspectives and methodological approaches that can be applied to special needs, inclusion, disability and welfare. Students will explore basic social science concepts relevant to this field, including an understanding of human growth and development as it applies to specific needs, and acquire a theoretical background in psychology that can later be utilised in other modules across the programme. The intention is that students develop a social science perspective</p>
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			that can be applied to their work placement and throughout the degree
SE4-02	Compulsory	20	<p><b>Legislation and Policy For SEND</b></p> <p>This module is concerned with increasing students' awareness and understanding of the context of service provision for individuals with specific needs. Located within an ever-changing policy and legislative framework, the provision of services in specific needs will be investigated and evaluated.</p> <p>The module will examine the political, ideological, administrative and legal contexts within the fields of education and welfare. Inherent in the module is an examination and evaluation of statutory, voluntary and private provision within historical and current contexts concerning policy and legislation concerned with specific needs and equality and diversity. Students will be encouraged to develop a critical and analytical perspective to policy issues throughout legislation and Policy for SEND</p>
SE4-03	Compulsory	20	<p><b>Introduction to Specific Needs</b></p> <p>This module provides a foundation for students to investigate issues and perspectives concerning specific needs: to include Special Educational Needs, Specific Learning Difficulties (i.e. Dyslexia, Dyspraxia), Physical Impairment (i.e. Cerebral Palsy) and Mental Health conditions (i.e. OCD, ODD, Depression, Anxiety). The module aims to provide a foundation for the Year 2 modules in Specific Learning Needs, Identifying and Supporting Individual Needs and Case Study, as well as the Year 3 module Protection and Vulnerability.</p>
SE4-04	Compulsory	20	<p><b>Policies, their Procedure and Practice in Workplace Setting</b></p> <p>The purpose of the module is to ensure that students are aware of, and are able to engage with, work place practices and procedures in their work place setting. The module will build upon the module Legislation and Policy for SEND by enabling students to make clear links between how legislation is placed within the context of work</p>

			place policies and procedures, and what the procedures are under the various policies that they may encounter (i.e. Health and Safety, Behaviour, Safeguarding, Codes of Conduct). So doing will further enhance and support effective working practices and work placement, as well as providing a foundation for Protection and Vulnerability and Mental Health modules in Year 3
SE4-05	Compulsory	30	<p><b>Effective Working Practices</b></p> <p>This is a practical work placement related module that aims to support students in developing their work practice. The module will enable students to become familiar with working in educational and other appropriate environments where they will work with specific needs, and explore and develop effective working practices in special needs provision. Finally, the module will provide a basis from which to build evidence of effective working practices throughout the programme, culminating in evidence to be used for the CPPD module in Year 3.</p>

#### Year 2 for full-time students (Level 5)

Se5-01	Compulsory	20	<p><b>Identifying and Supporting Individual Needs</b></p> <p>This module seeks to provide students with the opportunity to gain knowledge and understanding of the various methods for identifying individual needs. Students will also explore strategies for supporting individual needs and evaluate the effectiveness of provision. The module builds upon Introduction to Specific Needs in Year 1, and has links in Year 2 to Specific Learning Needs and Developing and Delivering Learning Support Programmes by enabling students to be able to identify the tools used in target setting. In addition, the module will help to inform the Case Study by familiarising students with a variety of assessment tools that can be used both in and outside of the setting, and which may lead to the various types of support strategies and resources</p>
SE5-02	Compulsory	20	<p><b>Specific Needs</b></p> <p>This theoretical module builds upon the Year 1 module Introduction to Specific Needs, and also has links to the Year 2 modules Identifying and</p>

			Supporting Individual Needs and Case Study. The module will comprise a review of the theoretical contexts of approaches to special educational needs and disabilities. This will provide students with an understanding of how current practice has been shaped by the changing conceptions of special educational needs and disability, particularly the ways in which needs are identified and assessed. Students will then focus upon the range of assessment tools available in order to explain the learning and non-learning but related needs of individuals. Finally the module provides an opportunity to evaluate the efficacy of the assessment and diagnostic tools used.
SE5-03	Compulsory	30	<p><b>Developing and Delivering Learning Support Programmes</b></p> <p>This practical module aims to equip students with the skills necessary to deliver programmes of learning support, ranging from initial stand-alone programmes, e.g. literacy/numeracy, to integrated care and learning plans for individuals with profound and multiple learning difficulties. Students will develop a learning support programme and present this in class for peer feedback in order to further develop the programme, and to encourage the sharing of good practice, prior to implementation in the workplace.</p>
SE5-04	Compulsory	30	<p><b>Case Study</b></p> <p>The module will provide students with an introductory overview of case study methods and the compiling of some potential client case studies, followed by a number of group tutorials. Students will be required to undertake some trials of client observations in the work place which will be reviewed in further individual and group tutorials. Students will then propose a case study of a client that they work with, where the case relates to some aspect of current practice. The proposal will include a schedule of data collection activities and strategies for managing confidentiality and obtaining relevant informed consent. The remainder of the module will be devoted to data collection and the compilation of a case study.</p>

SE5-05	Compulsory	20	<p><b>Educational Inquiry</b></p> <p>The module will enable students to explore the planning of a piece of research and identify, trial and evaluate a range of appropriate research methodologies including the testing of reliability and improving validity (i.e. through methodological triangulation), using methods common to educational research. They will do so by undertaking a pilot study which will feed into their research proposal in preparation for the Work Place Based project in Year 3.</p>
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### Year 3 for full-time students (Level 6)

SE6-01	Compulsory	30	<p><b>Work Place based Project</b></p> <p>This module provides students with the opportunity to demonstrate a sustained and critical engagement with a selected topic area. This will be an independent work place based research project in which students will be required to undertake a piece of research in the work placement. The module will build upon the skills acquired in the Year modules Case Study and Educational Inquiry.</p>
SE6-02	Compulsory	30	<p><b>Common Personal and Professional Development</b></p> <p>The module comprises reflective practice based activities within a work environment, including how students have progressed through their programme of study. The module will be focused upon the processes and practices students would engage in throughout their learning opportunities, and within the professional environment they are employed in, including, for example, supervision, career and personal development, reconciling personal issues, maintaining boundaries and challenging own practice and values. The module will build upon the evidence gathered in the module Effective Working Practices in Year 1, and the Developing and Delivering Learning Support Programmes, Case Study and Educational Inquiry modules in Year 2. Overall, the module provides an opportunity for students to evidence both their workplace practice and their academic progression</p>

			throughout the programme of study, and enables them to draw upon material in the work placement handbook used throughout the programme.
SE6-03	Compulsory	20	<p><b>Practice and Innovation in Supporting SEND</b></p> <p>This module is a work placement based module which will enable students to become familiar with a range of strategies, methods and innovations in practice in the broad context of supporting specific needs. The module will allow students to put various elements of the overall degree course and what is gained from practitioners and others into practice, and to hear from practitioners who work in the area of specific needs, as well as to gain a perspective from individuals who have specific support needs. The module provides opportunities for students to respond to an observation in order that they can reflect upon and develop their own practice. They will also design an observation form in order to observe another practitioner. This latter observation will be used as a basis to further inform students' own practice, and to reflect upon the processes that are involved.</p>
SE6-04	Compulsory	20	<p><b>Mental Health</b></p> <p>This module will explore how definitions of mental health and responses to people with mental health problems have changed over time. Students will acquire an understanding of medical, social and recovery models of mental ill health impairments, and critically evaluate them in the context of anti-discriminatory and anti-oppressive practice.</p> <p>Throughout the module, students will identify the range of stakeholders involved with mental health, including service users and carers, and explore their influence upon the development of policy, legislation and practice. Current government policy and guidance, such as the Mental Health Act 1983, as amended by the Mental Health Act 2007, and the Mental Health Act 1983 Code of Practice 2015, will be referred to throughout the module. Students will consider the role of the various professionals in the field of mental health and their particular contribution to multi-disciplinary and multi-agency working, together with the dynamics involved.</p>



			<p>The importance and dominance of the medical model, wherein 'treatment' is frequently viewed in terms of physical interventions such as medication and ECT (electro-convulsive therapy), will be considered in relation to the medical, social and recovery models of mental health, which will be critically evaluated. The module will also consider the appropriateness, type and availability of different 'treatments' and interventions for mental health service users. The issues of safeguarding of mental health service users, taking into account DoL's and the MCA, will also be addressed.</p>
SE6-05	Compulsory	20	<p><b>Protection and Vulnerability</b></p> <p>Working from a theoretical basis, this module will comprise a review of the issues surrounding protection and vulnerability, which could be derived from actual or hypothetical critical incidents. A number of issues will be considered during the course of the module, including defining different categories of vulnerability and forms of abuse through the use of relevant legislation; identifying own reactions to abuse; and resolving confidentiality and consent issues whilst considering the protection 'v' rights debate.</p> <p>Students will be encouraged to engage with the issues identified in a practical and professional way, through exploring ambiguous cases and understanding protection and vulnerability issues not yet covered by legislation. To enable students to become effective practitioners, the processes and procedures of local agencies will be explored, and their effect on the individuals concerned will be identified. The cultural aspects of the identification and response to risk and vulnerability will also be examined, while an overview of the historical perspective will encourage students to explore differing understandings of 'protection'.</p>

### **Teaching and Learning**

#### **Teaching:**

You are taught through a combination of lectures, seminars and workshops, which enable you to discuss and develop your understanding of Independent learning 47% in Year 1 and 2 and in Year 3

Typically across all years of the programme you will have 13 hours of contact time per week across 2 days. Contact time will consist of:

- 2-4 hour lectures/seminars
- Tutorial and dedicated 1-2-1 support when necessary

### **Independent learning:**

When not attending lectures, seminars or workshops or other timetabled sessions you will be expected to continue to learn independently through self-guided, independent activities. This may typically include reading journal articles, books, periodicals and preparing coursework and presentations. A range of excellent facilities, including the library and online learning resources, the Learning Resource Centre and the Forum supports your independent learning. Typically Independent learning will approximately equate to 33% in Year 1 and 33% in Year 2 (and 38% in Year 3 (with an additional 20% making up Placement Learning in each year)

### **Work Placement:**

Placements form part of the 1<sup>st</sup> year module SE4-05 Effective Working Practices, Year 2 module SE5-03 Developing and Delivering Learning Support Programmes and SE6-03 Practice and Innovation in Supporting SEND in year 3. Many other modules such as SE4-04 Policies, their Procedure and Practice in Workplace Setting in year 1, SE5-01 Identifying and Supporting Individual Needs and SE5-04 Case Study in year 2

### **Overall workload**

Across each year of the degree programme you will study 120 credits, this is split into 20, 30 or 40 credit modules. Each 10 credits equate to approximately 100 hours of taught and independent study. Class contact hours of 13 per week are included on the scheduled timetable, in addition independent study time, including assessment activity and group work, will equate to approximately 26 hours of independent learning per week across all studied modules in 1 year.

Work placement: 20%

### **Level 4:**

**Total Timetabled Scheduled Hours per year: 390**

**Total Hours Taught Per Year: 360**

**Total Hours Tutorial: 30**

**Total Independent Learning/Assessment: 810** (Approximately 130 hours per module/4 hours per week)

Approximately 47% per cent of your time is spent in timetabled teaching and learning activity, with 33% of your time spent in guided independent study and 20% in work placement

### **Level 5:**

**Total Timetabled Scheduled Hours per year: 390**

**Total Hours Taught Per Year: 360**

**Total Hours Tutorial: 30**

**Total Independent Learning/Assessment: 810** (Approximately 130 hours per module/4 hours per week)

Approximately 47% per cent of your time is spent in timetabled teaching and learning activity, with 33% of your time spent in guided independent study and 20% of time on placements

## **Level 6:**

**Total Timetabled Scheduled Hours per year: 390**

**Total Hours Taught Per Year: 360 (including 4 hours Timetabled Activity for Final Major Project/Dissertation)**

**Total Hours Tutorial: 30**

**Total Independent Learning/Assessment: 810** (Approximately 130 hours per module/4 hours per week)

Approximately 42% per cent of your time is spent in timetabled teaching and learning activity, with 38% of your time spent in guided independent study and 20% in work placement.

## **Assessment & Feedback**

### **Assessment**

Across the programme students are assessed using a variety of methods including; Essays, Research Projects, Presentations, MCQ Exams and Short Answer Tests and Portfolios. Please note that full assessment information can be found in the module descriptors.

### **Percentage of the course assessed by coursework**

#### **Year 1\***

100% coursework (please refer to the module descriptors for assessment methods)

#### **Year 2**

100% coursework (please refer to the module descriptors for assessment methods)

#### **Year 3**

100% coursework (please refer to the module descriptors for assessment methods)

### **Feedback**

You will receive formative feedback as part of your modules and taught sessions with your Module Lead. You will also receive summative comments on all formal assessments undertaken by coursework. Written feedback is provided to students within 20 working days of submission through Turnitin. Alternative forms of feedback can be requested by students through 1-2-1 meetings with Module Assessors/Module Leaders.

Feedback on the Final Major Project/Dissertation module in Year 3 is provided throughout and through supervision meetings as scheduled.

### **Academic Support:**

Our Academic Support Team provides help in the following areas:

- Study skills (including reading, note-taking and presentation skills)
- Written English (including punctuation and grammatical accuracy)
- Academic Writing (including how to reference)
- Critical Thinking and understanding arguments
- Revision, assessment and examination skills (including time management)

Our Senior Learning Mentor can provide advice and guidance for students with additional needs resulting from disabilities.

### **Teaching staff**

You will be taught by an experienced team whose expertise and knowledge are closely matched to the content of the modules on the course.

## **Course Cost**

**Course Name: BA (Hons) Special Educational Needs and Disability Studies**

**Duration:** 3 years

### **Fees**

For the academic year 2019-20 the tuition fees for this course are: £8,000.

### **UK/EU Overseas**

Full-time

Part-time N/A

(Full-time route only)

### **The following course-related costs are included in the fees:**

You will receive an allocation of pages for printing. Once you have used your allocation, you need to charge up your account with more pages. This can be done using a Credit\Debit card via a web interface (<http://student-print.southessex.ac.uk/safecom>). There is a minimum charge of £10 using this method, or using the printer charging cash machine located in the learning centres.

### **The following course-related costs are not included in the fees:**

Students are expected to equip themselves with the necessary stationary required for successful study.

- Textbooks are provided through the library and the College continually reviews availability however students may wish to purchase their own textbooks.
- Optional Trips are likely to be arranged (both day and residential) to support your studies. It is likely that the majority of the trips arranged will be local and therefore students should factor in train fares and related costs at approximately £120 per year. These will be organised where required to enhance the learning experience
- Independent trips to assist (e.g. the final major project (Dissertation)) are encouraged where necessary but will need to be funded by the student.
- Travel costs to practice placements in years 1, 2 and 3 should be funded by the student, however support for travel can be requested from student support services where a student's meets the support criteria.
- You will receive an allocation of pages for printing. Once you have used your allocation, you need to charge up your account with more pages. This can be done using a Credit\Debit card via a web interface (<http://student-print.southessex.ac.uk/safecom>). There is a minimum charge of £10 using this method, or using the printer charging cash machine located in the learning centres.

### **Accommodation and living costs not included in the fees**

This information can be obtained from our Accommodation Services home page

<https://www.southessex.ac.uk/higher-education/accommodation>

### **Sources of financial support**

If you receive funding from Student Finance you may be eligible to apply for additional benefits.  
Details can be obtained from our Student Services home page  
<https://www.southessex.ac.uk/higher-education/fees-and-funding>