

**DEFINITIVE COURSE RECORD**

Course Title	<b>BA (Hons) Special Educational Needs and Disability Studies</b>
Awarding Bodies	<b>University of Suffolk</b>
Level of Award <sup>1</sup>	<b>FHEQ Level 6</b>
Professional, Statutory and Regulatory Bodies Recognition	<b>None</b>
Credit Structure <sup>2</sup>	<b>360 Credits Level 4: 120 Credits Level 5: 120 Credits Level 6: 120 Credits</b>
Mode of Attendance	<b>Full-time and Part-time</b>
Standard Length of Course <sup>3</sup>	<b>3 years full-time</b>
Intended Award	<b>BA (Hons) Special Educational Needs and Disability Studies</b>
Named Exit Awards	<b>DipHE Special Educational Needs and Disability Studies CertHE Special Educational Needs and Disability Studies</b>
Entry Requirements <sup>4</sup>	<b>Typical Offer: 110 UCAS tariff points (or equivalent) Desirable for candidates to have an enhanced DBS check</b>
Delivering Institution(s)	<b>University of Suffolk</b>
UCAS Code	<b>4H46</b>

This definitive record sets out the essential features and characteristics of the BA (Hons) Special Educational Needs and Disability Studies course. The information provided is accurate for students entering level 4 in the 2017-18 academic year.<sup>5</sup>

**Course Summary**

The BA (Hons) Special Educational Needs and Disability (SENDS) course aims to meet the need for graduates knowledgeable and skilled in the theory and practice of SEND, equipping students with appropriate skills and knowledge that can be employed within the workplace. It has a strong academic focus and facilitates the development of a number of important undergraduate academic skills such as reflection, critical thinking and autonomous learning. Furthermore, the overarching principle of the programme is underpinned by a rights based approach, with key principles of inter-agency and multi-disciplinary working, and incorporates professional leadership and management skills.

Understanding the holistic nature of SEND involves challenging, analysing and utilising existing theories and knowledge; reflecting and evaluating people’s personal and practical experiences; critically assessing and considering the value and importance of research in developing and investigating the nature of SEND in society; and looking at the application of

<sup>1</sup> For an explanation of the levels of higher education study, see the [QAA Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies \(2014\)](#)

<sup>2</sup> All academic credit awarded as a result of study at the University adheres to the [Higher education credit framework for England](#).

<sup>3</sup> Where the course is delivered both full-time and part-time, the standard length of course is provided for the full-time mode of attendance only. The length of the part-time course is variable and dependent upon the intensity of study. Further information about mode of study and maximum registration periods can be found in the [Framework and Regulations for Undergraduate Awards](#).

<sup>4</sup> Details of standard entry requirements can be found in the [Admissions Policy](#)

<sup>5</sup> The University reserves the right to make changes to course content, structure, teaching and assessment as outlined in the [Admissions Policy](#).

## **DEFINITIVE COURSE RECORD**

knowledge and evidence bases to effect change in societal concepts of SEND. The course will recognise the diverse and various meanings of SEND as being directly relevant and applicable to the individual, to be part of the individual's own society and culture as part of a wider global community. The course content is rigorous in the application of theoretical analysis to empirical enquiry and encourages the recognition of diversity by identifying and understanding different value positions.

Underpinning these approaches is the belief that theory, research and practical experience of SEND are inter-related and interface with one another. Thus knowledge and understanding can be developed in a meaningful and constructive way, enabling individuals to directly apply it to specific areas of enquiry. Thus, the degree programme will raise awareness of the individual's responsibility towards developing their knowledge base and personal experience of SEND through the academic integrity of the curriculum. It promotes the student's personal development in gaining key transferable graduate skills, and provides them with the option to experience learning in the workplace thereby gaining management and leadership skills, which they can extend and apply as responsible and proactive members of society who are highly employable.

### **Course Aims**

- To equip students with knowledge and understanding of the conceptual underpinnings of Special Educational Needs and Disability as a trans-disciplinary subject and in relation to children and young people.
- To enable the student to gain a comprehensive understanding of the diverse nature of SEND as shaped by individual human experience, theoretical constructs and informed by historical, social, cultural and global factors.
- To develop systematic knowledge and critical understanding of SEND from differing perspectives and disciplines.
- To encourage development of specific and generic/transferable skills of value in employment, further study and personal and professional development.

### **Course Learning Outcomes**

The following statements define what students graduating from the BA (Hons) Special Educational Needs and Disability Studies course will have been judged to have demonstrated in order to achieve the award. These statements, known as learning outcomes, have been formally approved as aligned with the generic qualification descriptor for level 6 awards as set out by the UK Quality Assurance Agency (QAA).<sup>6</sup>

#### **Knowledge and Understanding**

1. Systematic knowledge and critical understanding of key aspects of special educational needs and disability studies
2. A well-developed ability to critically reflect on a range of theoretical perspectives in relation to the subject area (philosophical, historical, psychological, sociological, educational, cultural and health, welfare, legal, political and economic)

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<sup>6</sup> As set out in the [QAA Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies \(2014\)](#)

## DEFINITIVE COURSE RECORD

### Cognitive

3. An enhanced ability to deploy accurately established techniques of analysis and enquiry
4. An in-depth conceptual understanding that enables the student to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of the discipline
5. A well-developed ability to apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding

### Key Skills

6. The ability to communicate effectively information, ideas, problems and solutions in a variety of appropriate forms
7. The generic / transferable skills necessary to exercise initiative, personal responsibility, decision-making in complex and unpredictable contexts, and to work collaboratively with others

### Course Design

The design of this course has been guided by the following QAA Subject Benchmark Statements:

- Early Childhood Studies (2014)
- Sociology (2007)
- Education Studies (2015)
- Psychology (2007)

### Course Structure

The BA (Hons) Special Educational Needs and Disability Studies comprises modules at levels 4, 5 and 6.

Module Specifications for each of these modules are included within the course handbook, available to students on-line at the beginning of each academic year.

	Module	Credits	Module Type <sup>7</sup>
Level 4			
	Introduction to Special Educational Needs and Disability Studies	20	R
	Diversity, Rights and Equality	20	R
	Understanding Development and Impairment	40	R
	Policy, Provision and the Historical Context	20	R
	Principles of Study and Research	20	R

<sup>7</sup> Modules are designated as either mandatory (M), requisite (R) or optional (O). For definitions, see the [Framework and Regulations for Undergraduate Awards](#)

**DEFINITIVE COURSE RECORD**

Level 5			
	Theories and Perspectives of Practice	40	R
	Research Methods	20	M
	Educational Perspectives	20	R
	The Individual and Self Identity	20	R
	Safeguarding	20	R
Level 6			
	Dissertation	40	M
	Early Interventions	20	R
	Embodiment, Identity and Representation	20	R
	Contemporary Issues	20	R
	Applied Studies	20	R

**Awards**

On successful completion of the course, students will be awarded a BA (Hons) Special Educational Needs and Disability Studies. Students who leave the course early may be eligible for a DipHE Special Educational Needs and Disability Studies on successful completion of 240 credits including all mandatory modules at level 5, or a CertHE Special Educational Needs and Disability Studies on successful completion of 120 credits

**Course Delivery**

The course is delivered at Ipswich. Students studying full-time on BA (Hons) Special Educational Needs and Disability Studies are likely to have approximately 290 contact hours for level 4, 280 contact hours for level 5 and 190 contact hours for level 6. The contact hours will be a mix of lecture, seminar, workshops and practical activities. Students will normally be expected to undertake 38 hours of independent study in an average week, but should be prepared for this to vary based on assignment deadlines and class exercises.

**Course Assessment**

A variety of assessments will be used on the course to enable students to experience and adapt to different assessment styles. The assessment methods used will be appropriate to assess each module's intended learning outcomes. Assessment on the course overall will be mostly coursework (including for example essays, reports, presentations, group work, reflective learning journals, thought reports and research projects), with examinations or test assessments in one module at the end of levels four and five and an oral questioning component in a level six module.

**Course Team**

The academic staff delivering this course are drawn from a team that includes teaching specialists and current practitioners. All staff are qualified in their subjects with their own specialist knowledge to contribute.

## DEFINITIVE COURSE RECORD

### Course Costs

Students undertaking BA (Hons) Special Educational Needs and Disability Studies will be charged tuition fees as detailed below.

Student Group	Tuition Fees
Full-time UK/EU	£9,250 per year
Part-time UK/EU	£1,454 per 20 credit module
Full-time International	£10,080 per year
Part-time International	£1,680 per 20 credit module

Payment of tuition fees is due at the time of enrolment and is managed in accordance with the Tuition Fee Policy.

Students are required to obtain a DBS check prior to taking part in work experience embedded in the Level 5 module, Theories and Perspectives of Practice. The work experience may incur small costs such as travelling, lunch etc. Students may be required to pay additional costs for optional trips, materials, optional field trips and exhibitions.

### Academic Framework and Regulations

This course is delivered according to the Framework and Regulations for Undergraduate Awards and other academic policies and procedures of the University and published on the [website](#).