

## Programme Specification

### BA (Hons) Education Studies with Special Educational Needs and Inclusion

<i>School:</i>	Education, Language and Psychology
<i>Subject area:</i>	Education Studies
<i>Entry from academic year:</i>	2020-21
<i>in the month(s) of:</i>	September
<i>Awarding institution:</i>	York St John University
<i>Teaching institution:</i>	York St John University
<i>Delivery location:</i>	York St John University
<i>Programme/s accredited by:</i>	Not applicable
<i>Exit awards:</i>	Certificate of Higher Education Education Studies with Special Educational Needs and Inclusion Diploma of Higher Education Education Studies with Special Educational Needs and Inclusion BA (Ord) Education Studies with Special Educational Needs and Inclusion
<i>UCAS code / GTTR / other:</i>	M1X3
<i>Joint Honours combinations:</i>	Not applicable
<i>QAA subject benchmark statement(s):</i>	Education Studies
<i>Mode/s of study:</i>	<a href="#">Undergraduate periods of study</a> <sup>1</sup> for full-time / part-time
<i>Language of study:</i>	English
<i>Paired with foundation year</i>	No
<i>Study abroad opportunities:</i>	Yes
<i>Placement year opportunity:</i>	Yes

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### Introduction and special features

Education Studies with Special Educational Needs and Inclusion is concerned with understanding how people develop and learn throughout their lives, and the nature of knowledge and critical engagement with ways of knowing and understanding. It offers intellectually rigorous analysis of educational processes, systems and approaches, and their cultural, societal, political, historical, and economic contexts.

This 'with' enables students to engage in debates about the contestability of Special Educational Needs and Inclusion both conceptually and in practice. This should appeal to students who wish to understand and challenge ideas of difference and normality, as well as those who may have career aspirations in this important area.

Graduates are able to participate in and contest changing discourses exemplified by reference to debate about values, personal and social engagement, and how these relate to communities and societies. Students have opportunities to develop their critical capabilities through the selection, analysis and synthesis of relevant perspectives, and to be able to justify different positions on educational matters. They will engage in a critique of current policies and practice and challenge assumptions. An education studies

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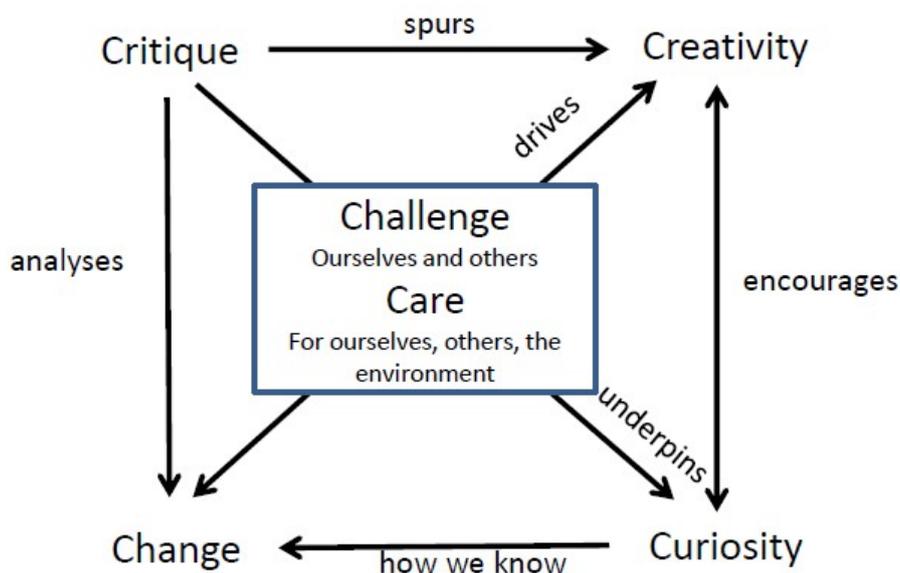
<sup>1</sup> The standard period of study will apply unless otherwise stated

course provides the knowledge, understanding and critical analysis to inform current and future professionals.

**Transferable skills:**

Education Studies with Special Educational Needs and Inclusion graduates will be able to:

- Construct and communicate oral and written arguments in English and their chosen language.
- Use information and communication technology (ICT), including word processing, databases, internet communication, information retrieval and online searches.
- Interpret and present relevant numerical information.
- Work with others, as a result of the development of interpersonal skills, to demonstrate the capacity to plan, to share goals, and work as a member of a team.
- Improve their own learning and performance, including the development of study and research skills, information retrieval, and a capacity to plan and manage learning, and to reflect on their own learning
- Analyse, synthesise, evaluate, and identify problems and solutions.



The Education Studies with Special Educational Needs and Inclusion programme is built around a number of key dispositions that the team wishes to develop with our students. Change is a constant, in that all students need to be prepared for change, and that change will happen no matter what. The important thing is to be able to understand this. Critique enables students to deal with change; it allows them to question why things are as they are, who is driving change, and to engage with their own responses to this. Creativity allows students to look at their world in a number of ways, not just accepting it as it is, and also looking for different ways to respond to it. Curiosity is about wanting to find out more, and to understand themselves and others, and to know how to find out in a coherent and ethical manner. Through change, critique, creativity and curiosity, it is hoped that Education Studies with Special Educational Needs and Inclusion students will care about themselves, others and the environment, and to challenge both themselves and others in their ongoing quest to understand themselves and the world as it is, as it could be, and as it should be.

## Admissions criteria

You must meet the University's general entry criteria for [undergraduate](#) study.

If your first language is not English, you need to take an IELTS test or an equivalent qualification accepted by the University (see <https://www.yorks.ac.uk/international/how-to-apply/english-language-requirements/>).

If you do not have traditional qualifications, you may be eligible for entry on the basis of [Accredited Prior \(Experiential\) Learning \(APL/APEL\)](#). We also consider applications for entry with advanced standing.

## Programme aim(s)

The aims of the BA (Hons) Education Studies with Special Educational Needs and Inclusion degree are to:

- Draw on a wide range of intellectual resources, theoretical perspectives and academic disciplines to illuminate understanding of education and special educational needs and inclusion and the contexts within which it takes place.
- Provide students with a broad and balanced knowledge and understanding of the principal features of education and special educational needs and inclusion in a wide range of contexts.
- Encourage students to engage with fundamental questions concerning the aims and values of education and special educational needs and inclusion and its relationship to society.
- Provide opportunities for students to appreciate the problematic nature of educational and special educational needs and inclusion theory, policy and practice.
- Encourage the interrogation of educational and special educational needs and inclusion processes in a wide variety of contexts.
- Develop in students the ability to construct and sustain a reasoned argument about educational and special educational needs and inclusion issues in a clear, lucid and coherent manner.
- Promote a range of qualities in students including intellectual independence and critical engagement with evidence\*.

\*QAA Subject Benchmark Statement – Education Studies 2015

<http://www.qaa.ac.uk/en/Publications/Documents/SBS-education-studies-15.pdf>

## Programme learning outcomes

Upon successful completion of the programme students will be able to:

### Level 4

- 4.1 Demonstrate an understanding of the underlying values and principles relevant to Education Studies with Special Educational Needs and Inclusion.
- 4.2 Analyse basic educational concepts, theories and issues of policy in a systematic way.
- 4.3 Apply, at a basic level, their developing value system to their work.
- 4.4 Demonstrate a broad-based knowledge and understanding of a range of underlying concepts, content, and theoretical perspective associated with Education Studies Education Studies with Special Educational Needs and Inclusion.
- 4.5 Appropriately apply perspectives, skills and knowledge gained across Education Studies with Special Educational Needs and Inclusion.
- 4.6 Present, evaluate and interpret different forms of information, evidence, data, artefacts and performances, appropriate to Education Studies Education Studies with Special Educational Needs and Inclusion.
- 4.7 Communicate effectively using a range of basic skills appropriate for the audience and purpose.
- 4.8 Demonstrate a range of basic key transferable skills (including those for lifelong learning) appropriate for further study and future employment in the subjects studied.

## **Level 5**

- 5.1 Demonstrate an understanding of the underlying values and principles relevant to Education Studies with Special Educational Needs and Inclusion and a developing personal stance which draws on their increasing knowledge.
- 5.2 Critically analyse more complex educational concepts, theories and issues of policy in a systematic way.
- 5.3 Apply their developing value system to their work.
- 5.4 Apply theoretical perspectives and concepts to a range of situations and issues relevant to Education Studies with Special Educational Needs and Inclusion, including those associated with work-based settings.
- 5.5 Demonstrate critical awareness of research strategies particular to Education Studies with Special Educational Needs and Inclusion Critically analyse data and information relevant to study in Education Studies.
- 5.6 Communicate subject-relevant information, ideas and arguments effectively to specialist and non-specialist audiences.
- 5.7 Demonstrate an ability to apply knowledge and skills effectively in decision-making in the context of growing maturity as an independent learner.

## **Level 6**

- 6.1 Demonstrate a complex understanding of the underlying values and principles relevant to Education Studies with Special Educational Needs and Inclusion and a developing personal stance which draws on their increasing knowledge.
- 6.2 Critically analyse complex educational concepts, theories and issues of policy in a systematic way.
- 6.3 Critically reflect on the application of their own value system to their work.
- 6.4 Demonstrate an understanding of the relationship between theoretical and empirical knowledge at the forefront of Education Studies with Special Educational Needs and Inclusion.
- 6.5 Devise and sustain critical commentary on advanced studies in Education Studies with Special Educational Needs and Inclusion.
- 6.6 Manage and reflect critically upon own learning.
- 6.7 Demonstrate an appreciation of the uncertainty and ambiguity of much knowledge in Education Studies with Special Educational Needs and Inclusion.
- 6.8 Apply skills, concepts, theoretical and empirical knowledge, and methods appropriate to Education Studies with Special Educational Needs and Inclusion to initiate, design, plan and execute research.
- 6.9 Demonstrate an ability to reach reasoned judgments about arguments and evidence based upon sound critical analysis and an understanding of different value positions.
- 6.10 Exercise initiative and personal responsibility in a range of decision-making contexts related to their studies.

## **Programme structure**

The BA Education Studies with Special Educational Needs and Inclusion is based on 360 credits. Students will take six 20 credit modules at each level, with a 40 credit Special Study module at Level 6. The modules will be taught on a semester basis with three modules each semester. Part time students will normally take 60 credits each year.

Those on a *with* programme will study two Education Studies modules and one Special Educational Needs and Inclusion module per semester. There will also be an opportunity of at least a semester on the Study Abroad scheme.

Within the programme the demands placed upon the students increases as they move from level to level.

Level 4 lays the foundations for the study of education. Education Studies with Special Educational Needs and Inclusion students will have 48 hours taught time per module. Students will have a variety of assessment types, and as students make the transition to University, there will be greater formative support, with scaffolding provided and assignments of 3,000 words.

Level 5 gives the students more choice and also has the placement module in it which will prepare students on the programme for career pathways and develop critical, analytical, reflective and professional skills in the light of their study on the programme thus far. Each Education Studies with Special Educational Needs and Inclusion module will have 42 hours taught time. Scaffolding will be reduced and assignments of 4,000 words.

At Level 6 the students plan, research and produce a Special Study of 40 credits on an aspect of education that has particularly interested them. Students then select optional modules which further develop their critical, analytical and reflective engagement with the strand specific themes, up to a total of 120 credits (including the dissertation element). There will be very limited scaffolding provided, and each Education Studies with Special Educational Needs and Inclusion module will have 36 hours taught time. Assignments will be 5,000 words, and it is expected that students will take a greater responsibility for the organisation of their learning.

### **Level 5**

Semester 1 will be Study Abroad.

EDU5007M *Reflecting on Learning* requires students to undertake a work placement (15 days minimum) in an educational setting.

### **Level 6**

Students must undertake EDU6001M *Researching in an Educational Context* to receive the full award.

Code	Level	Semester	Title	Credits	Module status	
					compulsory or optional to take <b>C or O</b>	non-compensatable or compensatable <b>NC or X</b>
EDU4001M	4	1	Key Changes in Modern Schooling	20	C	X
EDU4002M	4	1	Learning as a Student	20	C	X
EDU4008M	4	1	Understanding Special Educational Needs	20	C	X
EDU4004M	4	2	Questioning the Purpose of Education: Philosophical Perspectives	20	C	X
EDU4006M	4	2	What is Inclusive Learning?	20	C	X
EDU4005M	4	2	Global Development and Education	20	C	X
EDU5006M	5	1	Knowledge and the Curriculum	20	C	X
EDU5004M	5	1	Media and Dis/ability	20	C	X
EDU5001M	5	2	Learning as a Researcher	20	C	X
EDU5007M	5	2	Reflecting on Learning	20	C	X
EDU5011M	5	2	Exploring Neurodiversity and Learning	20	C	X
EDU5002M	5	1	Education and Social Justice	20	O	X
EDU5003M	5	1	Life Chances and Education	20	O	X
EDU5005M	5	1	The Globalisation of Education Policy	20	O	X
EDU6001M	6	Y	Researching in an Educational Context	40	C	NC
EDU6005M	6	1	Critical Perspectives in Special Educational Needs and Inclusion	20	C	X
EDU6010M	6	2	Evaluating Interventions and Therapies	20	C	X
EDU6002M	6	1	Investigating Learning	20	O	X
EDU6003M	6	1	Education and Contemporary Ethical Issues	20	O	X
EDU6004M	6	1	Digital Learning - the Future of Education?	20	O	X
EDU6006M	6	2	Education, Health and Wellbeing	20	O	X
EDU6007M	6	2	Autobiography and Narrative – Writing Educational Journeys	20	O	X
EDU6008M	6	2	Education and the Environment	20	O	X
EDU6009M	6	2	Teaching and the Role of the Teacher	20	O	X

All optional modules are subject to staffing and timetable availability each year.

## Learning, teaching and assessment

To maximise the full potential of all students studying on BA (Hons) Education Studies with Special Educational Needs and Inclusion, the programme will focus on:

- The process of transition to ensure that you are able to benefit from a full and rewarding undergraduate experience.
- The development of lifelong learning skills, particularly in relation to developing your ability to be able to reflect upon your own learning.
- The development of skills that will help to effectively involve you in critical reflection and analysis of research, policy and practice.
- Prioritising teaching that will support learning experiences that are stimulating, appropriate and effective.
- Fostering partnerships which will help to ensure inclusive and appropriate assessment, learning & teaching practices.

Our intention is to provide a secure foundation upon which you can build, explore and conceptualise the broader implications of the discipline, thus challenging you to develop your critical thinking skills and engagement in analytical discussion. We aim to foster a strong and supportive relationship with our students in remaining aware of each individual's learning needs across the programme. Beyond the classroom environment, we will provide you with individual academic support both via email and in face-to-face tutorials.

Teaching and learning strategies will be tailored towards the context of each module. Learning and teaching methods are designed to enable you to attain and demonstrate achievement of the specified outcomes contained in the module specifications. The BA (Hons) Education Studies with Special Educational Needs and Inclusion programme will use a diverse range of teaching and learning strategies which will focus on equipping you with the skills and knowledge required to be effective and successful students. Education Studies with Special Educational Needs and Inclusion is designed so that there is a progressive shift in the overall balance of time you spend in independent compared to tutor-supported learning. Level 4 has increased contact time to ensure that you have a sound grounding in the subject area, which is then gradually reduced through Levels 5 and 6 in order to develop student autonomy, whilst still providing a supportive environment.

The teaching and learning strategy includes lectures, seminars, case studies, group work, report writing and aims to be accessible to a mixture of learning styles and interactive activities. A series of key lectures for each module will provide you with an introduction to the main themes, theoretical concepts and debates. Seminars aim to provide you with the opportunity to debate and discuss the themes raised by lectures and self-directed study. This will provide you with opportunities to have a deeper understanding of the issues covered in the modules and encourages an environment in which you can communicate and discuss the subject matter with other students. Guest speakers from, and visits to, appropriate organisations also enhance the lecture sessions.

The following learning, teaching and assessment strategies will provide opportunities for engagement, development and critical enquiry:

- Web-based study materials
- Virtual Learning Environment tasks
- Individual/group tutorials
- Web-based mediated discussion groups
- Learning journals
- Simulation exercises
- Project work (tutor-set and student-initiated)
- Field trips and course visits

**Assessment opportunities:**

- Essays and written debates
- Group and individual presentations
- Evaluative and critical incident reports
- Case studies
- Portfolios and reflective writing
- Research proposal and empirical study

There is an appropriate blend of formative feedback and summative assessments across the individual modules. This is emphasised at Level 4 whereby the word count of 3,000 per module is for the summative assessment, but in order to ease the transition into academic study within Higher Education there will also be formative feedback, which may be written or verbal. This will be particularly apparent in semester 1, as the modules support each other in developing the skills you need to succeed in Higher Education. In this respect, formative feedback will be provided prior to submission of the final summative assessment, which maximises the potential for you to engage in productive dialogue throughout the module. Formal and informal feedback including reviews and discussion will also be used to inform you of your progress and facilitate learning and personal development planning. Assessment criteria are directly related to the specified learning outcomes for the programme of study. Academic Tutorials will also support the feedback process, as your academic tutor discusses your feedback with you and suggests support as necessary.

We believe that self-motivation has a crucial role to play in learning. What motivates us and how other people can influence our self-motivation is a very complex area, but one in which our understanding is growing. We now know that success itself does not necessarily motivate. It depends to a great extent on why we think we have been successful in our learning. Even the performance of very able students can plateau or even diminish if they believe that they have reached what they consider to be the limits of their intelligence i.e. that their level of intelligence is fixed and they are powerless to increase their capacity to learn.

Ultimately, being wrong, making mistakes and struggling to understand or to do something is a necessary and formative part of learning. Formative tasks are also an integral part of the Level 5 and 6 modules so that you can receive informal feedback on both your academic work and the development of critical thinking around the subjects under discussion. Here, feedback is seen as a key tool that can support you in refining your understandings and/or knowledge as well as enabling you to build more powerful ideas and capabilities.

We believe that good feedback practice:

1. Facilitates the development of self-assessment (reflection) in learning.
2. Encourages dialogue around learning.
3. Helps clarify what good performance is (goals, criteria, expected standards).
4. Provides opportunities to close the gap between current and desired performance.
5. Delivers high quality information to students about their learning.
6. Encourages positive motivational beliefs and self-esteem.
7. Provides information to the teaching team that can be used to help shape the delivery and content of the programme.

Nicol, D. J. and MacFarlane-Dick, D. (2005) Formative assessment and self-regulated learning: A model and seven principles of good feedback practice online

<http://www.psy.gla.ac.uk/~steve/rap/docs/nicol.dmd.pdf>

## **Progression and graduation requirements**

The University's general [regulations](#) for undergraduate awards apply to this programme.

Any modules that must be passed for progression or award are indicated in the Programme Structure section as non-compensatable.

## **Internal and external reference points**

This programme specification was formulated with reference to:

- [University Mission Statement](#) [see page two]
- [Strategic Plan 2015-20](#) [see page four]
- [QAA subject benchmark statement](#)
- [Framework for Higher Education Qualifications](#)

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*Date written / revised: 24/02/16, July 2017*

*Programme originally approved:*