

Course Information Form

This Course Information Form provides the definitive record of the designated course

Section A: General Course Information

Course Title	BA (Hons) Applied Special Educational Needs and Disability
Final Award	BA (Hons)
Route Code	BAASEABF/BAASEABP
Intermediate Qualification(s)	
FHEQ Level	6
Location of Delivery	Bedford Campus
Mode(s) and length of study	FT (one year), PT (one year and one term)
Standard intake points (months)	September
External Reference Points as applicable including Subject Benchmark	FHEQ Level 6 Descriptors (2016) www.qaa.ac.uk/en/Publications/Documents/qualifications-frameworks.pdf QAA Subject benchmark Statement Education Studies (2019) https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-education-studies-19.pdf?sfvrsn=959cf781_10
Professional, Statutory or Regulatory Body (PSRB) accreditation or endorsement	
HECoS code(s)	100459
UCAS Course Code	X361

Course Aims

This course builds on the skills and knowledge gained from a previous relevant Special Educational Needs and Disability subject area Foundation Degree or alternative course with CATS credits of 240 credits, with 120 credits at Level 5. It offers you the chance to build an in-depth understanding of Applied Special Educational Needs and Disability, from a variety of professional perspectives. This will give you significant opportunities to develop your own individual academic and professional interests in the context of your own career. Completion of the course will provide a variety of career pathways including Care Manager in residential and day settings; Senior Care staff; Specialist Care Assistant; High Level Teaching Assistant; and High Level Support Assistant. In addition, the course provides a clear route into a professional graduate role within the Special Educational Needs and Disability Sector through initial teacher training pathways or Accredited SENCO qualifications. In addition, the course will support possible application pathways into Postgraduate Therapeutic courses and qualifications, for example Speech and Language Therapy, Occupational Therapy, and Play Therapy.

Educational Aims

The Applied Special Educational Needs and Disability degree is designed to give you a deep understanding of the complexity of SEND education, development and learning, and SEND in the context of family and society in local and global contexts. The course focuses on a holistic approach to learning and understanding the needs of children and young people, and builds on your experiences in the workplace. You will be able to understand the importance of educational research and enquiry and carry out research in your own context. The course aims to provide the background for you to be fully prepared for working in a diverse range of professions in the Special Educational Needs and Disability sector. The course will also allow you to take forward your own individual interests in Special Educational Needs and Disability work.

Course Learning Outcomes	Upon successful completion of your course you should meet the appropriate learning outcomes for your award shown in the table below		
	Outcome	Award	
	1	Demonstrate in-depth, systematic knowledge and consistently critical understanding of children and young people nationally and globally, from philosophical, historical, psychological, sociological, cultural, global health, welfare, legal, political and economic perspectives.	BA(Hons) Applied SEND
	2	Understand that professional and ethical behaviour is a key requirement of entrants to graduate careers in the field of SEND Education.	BA(Hons) Applied SEND
	3	Analyse and apply current policies and debates in the field of SEND Education and be able to critically engage in future debates.	BA(Hons) Applied SEND
	4	Demonstrate strong communication skills through written, oral, visual and electronic means, being able to organize and articulate opinions and arguments using relevant specialist vocabulary whilst working individually or as part of a team.	BA(Hons) Applied SEND
	5	Demonstrate strong information literacy skills, in gathering and collating information from a wide variety of primary and secondary sources, including theoretical and research based evidence to complete a research project.	BA(Hons) Applied SEND
	6	Demonstrate the skills to undertake primary research and evaluate the significance and limitations of that research in relation to relevant theoretical perspectives.	BA(Hons) Applied SEND
7	Demonstrate the ability to critically explore, analyse and evaluate information and data and reinterpret that information to construct cogent and coherent arguments.	BA(Hons) Applied SEND	

Learning and Teaching

Learning is encouraged through participation in a wide variety of activities including scheduled learning opportunities such as lectures, seminars, workshops; guided learning through the use of the university virtual learning environment (BREO); independent research and self-directed activities, including extra-curricular opportunities. Learning is seen as a collaborative enterprise in which students participate fully. There are lectures in most units, and students are encouraged to regard these as opportunities for questioning knowledge, policy and practice. During seminars you will reflect on the lecture and clarify any points, discuss issues in more depth in small groups, carry out exercises which exemplify or apply conceptual points, analyse varied material, and present results of their individual or collaborative research. Seminars are often experiential and participatory in nature, stressing reflective and critical learning, which is supported and further developed through engagement with the VLE. You can apply the practical learning experienced in the workplace throughout the course.

You are encouraged to become increasingly independent in their learning and synthesise their experiences in the workplace to their academic learning at university. You will experience a variety of assessment types, including essays, presentations, reports and case studies that are aimed at supporting varied performance strengths in a diverse student cohort. Assessment tasks are designed to support academic integrity and minimise opportunities for plagiarism, with high risk assessments having a clear mechanism for verification. Highly weighted assessment tasks contain mechanisms to monitor progress and development of the final submission.

In Level 6 the emphasis is on summative assessment, particularly as evidenced in the dissertation project, which also encourages independent enquiry and provides significant evidence for graduate skills development, professional skills and employability. In the dissertation and in other key assessments, students will need to work with complex concepts and further develop the skills and knowledge introduced in their level 5 studies.

Assessment

Learning support

The University's comprehensive student support service includes: Student Information Desk, a one-stop shop for any initial enquiries; Student Support team advising and supporting those with physical or learning needs or more general student well being; Study Hub team providing academic skills guidance; Personal Academic Tutoring system; a student managed Peer-Assisted Learning scheme; support from your lecturers

<https://www.beds.ac.uk/entryrequirements>

Approved Variations and Additions to Standard Admission

This is a work based learning course in which all assignments are rooted within your workplace. You need to work for a minimum of two days per week in an appropriate Special Educational Needs and Disability setting, or as a TA within a school.

,

This is a work based learning course in which all assignments are rooted within your workplace. You need to work for a minimum of two days per week in an appropriate Special Educational Needs and Disability setting, or as a TA within a school.

,

This is a work based learning course in which all assignments are rooted within your workplace. You need to work for a minimum of two days per week in an appropriate Special Educational Needs and Disability setting, or as a TA within a school.

,

This is a work based learning course in which all assignments are rooted within your workplace. You need to work for a minimum of two days per week in an appropriate Special Educational Needs and Disability setting, or as a TA within a school.

,

This is a work based learning course in which all assignments are rooted within your workplace. You need to work for a minimum of two days per week in an appropriate Special Educational Needs and Disability setting, or as a TA within a school.

,

This is a work based learning course in which all assignments are rooted within your workplace. You need to work for a minimum of two days per week in an appropriate Special Educational Needs and Disability setting, or as a TA within a school.

Admissions Criteria

,
This is a work based learning course in which all assignments are rooted within your workplace. You need to work for a minimum of two days per week in an appropriate Special Educational Needs and Disability setting, or as a TA within a school.

,
This is a work based learning course in which all assignments are rooted within your workplace. You need to work for a minimum of two days per week in an appropriate Special Educational Needs and Disability setting, or as a TA within a school.

,
This is a work based learning course in which all assignments are rooted within your workplace. You need to work for a minimum of two days per week in an appropriate Special Educational Needs and Disability setting, or as a TA within a school.

,
This is a work based learning course in which all assignments are rooted within your workplace. You need to work for a minimum of two days per week in an appropriate Special Educational Needs and Disability setting, or as a TA within a school.

,
This is a work based learning course in which all assignments are rooted within your workplace. You need to work for a minimum of two days per week in an appropriate Special Educational Needs and Disability setting, or as a TA within a school.

,
This is a work based learning course in which all assignments are rooted within your workplace. You need to work for a minimum of two days per week in an appropriate Special Educational Needs and Disability setting, or as a TA within a school.

,
This is a work based learning course in which all assignments are rooted within your workplace. You need to work for a minimum of two days per week in an appropriate Special Educational Needs and Disability setting, or as a TA within a school.

<https://www.beds.ac.uk/about-us/our-university/academic-information>

**Assessment
Regulations**

Note: Be aware that our regulations change every year

Approved Variations and Additions to Standard Assessment Regulations

N/A

Section C: Assessment Plan

