



LEEDS
BECKETT
UNIVERSITY

Course Specification

**BA (Hons) Special
Educational Needs,
Disability and
Inclusion**

Course Code: SENDI

2021/22

BA (Hons) Special Educational Needs, Disability and Inclusion (SENDI)

Applicant Facing Course Specification for 2021/22 Undergraduate Entrants

Confirmed at March 2021

General Information

| | |
|---|---|
| Award | Bachelor of Arts with Honours Special Educational Needs, Disability, and Inclusion |
| Contained Awards | Bachelor of Arts Special Educational Needs, Disability, and Inclusion (Level 6) Diploma in Higher Education Special Educational Needs, Disability, and Inclusion (Level 5) Certificate in Higher Education Special Educational Needs, Disability, and Inclusion (Level 4) |
| Awarding Body | Leeds Beckett University |
| Level of Qualification & Credits | Level 6 of the Framework for Higher Education Qualifications, with 120 credit points at each of Levels 4, 5 and 6 of the UK Credit Framework for Higher Education (360 credits in total) |
| Course Lengths & Standard Timescales | Start dates will be notified to students via their offer letter. The length of the course is confirmed below and modes of delivery will be confirmed prior to the start date in line with Government guidance: <ul style="list-style-type: none">• 3 years (full time) |
| Part Time Study | PT delivery is usually at half the intensity of the FT equivalent course, although there may be flexibility to increase your pace of study to shorten the overall course duration. Some modules may be delivered in a different sequence to that defined within this information set but the modules offered within each level are consistent. Please note that the work placement option is not generally available to PT students |
| Location(s) of Delivery | Headingley Campus (plus, location of work placement, if applicable) |
| Entry Requirements | Admissions criteria are confirmed in your offer letter. Details of how the University recognises prior learning and supports credit transfer |

are located here: www.leedsbeckett.ac.uk/studenthub/recognition-of-prior-learning.

Admissions enquiries may be directed to: AdmissionsEnquiries@leedsbeckett.ac.uk.

Course Fees

Course fees and any additional course costs are confirmed in your offer letter. Fees enquiries may be directed to Fees@leedsbeckett.ac.uk.

Timetable Information

Timetables will be made available to students during induction week via:

- i) The Student Outlook Calendar
- ii) The Student Portal (MyBeckett)
- iii) The Leeds Beckett app

Any difficulties relating to timetabled sessions may be discussed with your Course Administrator.

Policies, Standards and Regulations (www.leedsbeckett.ac.uk/academicregulations)

There are no additional or non-standard regulations which relate to your course.

Key Contacts

| | |
|----------------------------------|--|
| Your Course Director | Esther Cummins |
| Your Academic Advisors | Antonios Ktenidis and Katarzyna Fleming |
| Your Course Administrator | TBC (education@leedsbeckett.ac.uk) |

'In Year' Work Placement Information

Summary

This programme is designed to prepare students for a career in the inclusive sector. Students will spend time in settings including primary, secondary and specialist schools to observe expert practitioners. Students will gain experience in different key stages in a range of contexts. There will also be the opportunity to engage in placements in alternative education settings. All of these experiences are designed in a way that

encourages opportunities for reflection between theory and practice. The Course Specification provides further details of the work-related and employability activities that are associated with the degree.

Length

At level 4, students complete an 'in year' Professional Experience consisting of at least five single visits to a range of specialist providers.

At level 5 students complete an 'in year' Professional Experience in an alternative education setting. This experience consists of 90 hours and usually takes place over 15 days.

Location

The level 4 Professional Experiences take place in settings in Yorkshire. The level 5 Professional Experience happens in a setting determined by the students. Some students may travel to international settings of their choice. Other students may undertake more local experiences in settings such as Specialist Schools including SEND, PRU and Alternative Provision settings as well as a range of wider settings including educational farms, museums, and galleries.

Professional Accreditation or Recognition Associated with the Course

There are no professional, statutory or regulatory bodies associated with this course.

Course Overview

Aims

The aims of the programme are to:

- Develop in students an extensive theoretical and practical preparation of experience, knowledge and understanding of how children in the 3-18 age range might develop
- Give knowledge of curricula and other associated policy relating to inclusion, especially those with Special Educational Needs and Disabilities (SEND), and other vulnerable learners such as pupils with English as an additional language (EAL) and who are looked after children (LAC)
- Support the students in developing a personal philosophy for inclusive educational practice and understand how that might be generated by (and generative of) social context

This course is designed to have a strong course identity. This in part is derived from the high levels of engaging in vocational practice and the theoretical principles of specialist education, including child development and learning. The course seeks to maximise the opportunity for students to develop an identity as emerging inclusive practitioners. This is achieved by maintaining a high level of relevance to practice in both specialist and inclusive mainstream schools and settings. The student identity will also be developed by the programme's distinctive provision that seeks to provide intellectual challenge, a critical and analytical

approach to learning theory, analysis of ideological positions on education, and the philosophical underpinning of both content and pedagogy in relation to inclusive practice.

The degree seeks to develop inclusive practitioners for the 3-18 age-range, who are interested in inclusive and specialist educational settings. Students will be prepared to:

- a) understand the nuanced complexities of inclusive practice and SEND
- b) operate with greater confidence and integrity in specialist schools and settings that encompass 3-18 phases of education

The course allows students to focus upon Special Educational Needs and Disabilities within society, including but not limited to early years settings, primary schools, and secondary schools. However, true inclusive practice recognises the complexities of learner identity, and so students will have opportunities to explore protected characteristics such as race, gender, and sexuality. Students will have the opportunity to hear from experts in the Carnegie School of Education and to develop their understanding of how inclusive practice can challenge the status quo.

The students will have the opportunities to undertake two professional experiences as part of their studies. At level 4, students will be supported by tutors for the Professional Experience 1 module visits. Students will visit a range of specialist providers. There will be the offer of up to 10 different opportunities, with students choosing at least 5 visits to complement any prior experience. At level 5, students build upon their first experience in the Professional Experience 2 module. The students will self-source an alternative education setting to complement their previous experience. This experience consists of 90 hours and usually takes place over 15 days. Students are not assessed on their activities within the settings in either module, although informal feedback is given by university and setting staff. The assessment focuses on the students' reflection on their experiences.

The degree is aligning to the University's Course Development Principles (2017).

- **Key or 'threshold'** concepts are embraced in both module titles and content that focus on key themes in inclusive education, using professional terminology that will be understood by students. It will be consistent in both University and school environments. This approach supports the idea of simplicity in design and relevance to the professional application of learning.
- This approach is taken across the whole degree to enable high levels of both **horizontal and vertical cohesion**. This, in turn, underpins a dynamic interaction between modules so that the course becomes a **holistic experience** rather than one made up of separate elements that students fail to connect.
- The course is theoretical in nature and has many practical modes which are underpinned by the dynamic interaction between University-based learning and inclusive education-based settings in order to apply knowledge and skills.
- This approach to teaching, along with a **course level assessment strategy** that further supports cohesion through using a variety of assessment methods along a 'fitness for purpose' model, enables high levels of feedback to students and, in turn, enables **depth of learning** to take place.

Each level of the programme has a clear focus with each module contributing to this. This provides a unique sense of horizontal cohesion which is demonstrated in the level breakdown within Section D 'Course Structure' below. In addition, the three modules entitled 'Celebrating Diversity' take place across the levels to build upon learning and practice regarding pedagogy in Inclusive Education.

Vertical progression is provided in the programme through the carefully mapped Level Learning Outcomes. Students' engagement with theoretical principles, synthesis, analysis, and reflection develop over the course of the programme. In addition, the opportunity for students to engage in activities and settings that enable them to apply what they have learnt is also built on a model of progression. These experiences are specifically designed to assist students to make links between theoretical frameworks and practice and provide opportunities for reflection.

The course prepares students to understand sociological aspects of child development in the context of a diverse society. Therefore, the course itself creates an ***inclusive environment*** for all students, staff, and partners. In this way, the course not only embraces the University's own principles and its legislative duties (for example, through the Equality Act 2010) but also models the type of environment that the students themselves must create in their own teaching settings now and in the future.

Course Learning Outcomes

At the end of the course, students will be able to:

| No | Course Learning Outcome |
|----|--|
| 1 | Demonstrate an in-depth, critical knowledge and understanding of inclusive education (3-18 years) by combining knowledge, theories and principles in the analysis and solution of issues and problems. |
| 2 | Apply critical knowledge, techniques, and theoretical principles in educational settings to identify a range of possible solutions to problems and issues reflecting on the appropriateness of outcomes. |
| 3 | Express informed personal views about educational policy, curricular models, and identify new perspectives on existing knowledge. |
| 4 | Bring together different elements of theory and practice to critically evaluate a range of pedagogical and assessment approaches to inclusive education. |
| 5 | Apply and critically evaluate principles, values and knowledge that facilitate a global outlook and that promote the inclusion of all pupils. |
| 6 | Critically reflect on one's own identity and philosophy of inclusive education. |

Teaching and Learning Activities

Summary

The course team is committed to developing 'best practice' in the field of education. They are keen to develop their own research and scholarship in the field to maintain a curriculum at the forefront of subject

developments. Several members of the team are engaged in research and have a range of peer reviewed publications. The approach taken by the team with respect to the curriculum encompasses the complex relationship between the following three components:

- the development of advanced knowledge and skills in education appropriate to the 21st century
- an advanced understanding of the context of inclusive educational practice
- the innovative and creative personal abilities needed by the reflective, ethical educator, both as an individual and as a collaborator.

The award values:

- the concept of the extended professional
- the concept of the reflective, ethical educator
- the concepts of transformational learning and critical reflection
- the development of individual and organisational capacity to be effective in a complex and changing environment within the field of inclusive education, training, and development.

These values underpin and inform the teaching, learning and assessment strategies and guide planning, structuring and implementation.

Through tutor engagement in scholarly activity and specific research, the course retains relevance to the current educational context. Students are encouraged to research and explore the changing educational map by accessing key databases and web sites such as the DfE, Ofsted, OECD, and the most recent literature (including journals) through the library and on-line. The importance of developing the use of multi-media technologies is expanded and developed throughout each year. The focus on directed experiential learning is a key to student's knowledge and understanding as it underpins the relationship between theory and practice. This is particularly emphasised through the innovative approach of the professional experiences at levels 4 and 5. The professional experiences are opportunities for students to interrogate theory with practice; this is an approach which is distinctive to this course because it does not include teaching practice as QTS courses do.

Your Modules

This information is correct for students progressing through the programme within standard timescales. Students who are required to undertake repeat study may be taught alternate modules which meet the overall course learning outcomes. Details of module delivery will be provided in your timetable.

| Level 4 Semester 1 | Core (Y/N) | Semester 2 | Core (Y/N) |
|--|------------|--|------------|
| Celebrating Diversity 1: Language and Culture (20 credits) | Y | Enabling Environments (20 credits) | Y |
| How Children Learn (20 credits) | Y | Collaborative working with stakeholders (20 credits) | Y |
| Researching Children and Young People's Mental Health and Wellbeing (20 credits) | Y | Professional Experience 1 (20 credits) | Y |

| Level 5 Semester 1 | Core (Y/N) | Semester 2 | Core (Y/N) |
|--|------------|--|------------|
| Celebrating Diversity 2: Special Educational Needs and Disability (20 credits) | Y | My Development (20 credits) | Y |
| Reading Inclusive Education Policy (20 credits) | Y | Professional Experience 2 (20 credits) | Y |
| The Inclusive Educator (20 credits) | Y | The Inclusive Society (20 credits) | Y |

| Level 6 Semester 1 | Core (Y/N) | Semester 2 | Core (Y/N) |
|--|------------|---|------------|
| Responding to Contemporary Issues in Inclusive Practice (20 credits) | Y | Global Perspectives on Inclusive Education (20 credits) | Y |
| Celebrating Diversity 3: The Displaced Child (20 credits) | Y | Creative Practice through the Arts (20 credits) | Y |
| Dissertation (40 credits) | Y | Dissertation (40 credits) | Y |

Assessment Balance and Scheduled Learning and Teaching Activities by Level

The assessment balance and overall workload associated with this course are calculated from core modules and typical option module choices undertaken by students on the course. They have been reviewed and confirmed as representative by the Course Director but applicants should note that the specific option choices students make may influence both assessment and workload balance.

A standard module equates to 200 notional learning hours, which may be comprised of teaching, learning and assessment, any embedded placement activities and independent study. Modules may have more than one component of assessment.

Assessment

Level 4 is assessed by a combination of coursework and practical assessments.

Level 5 is assessed by a combination of coursework and practical assessments.

Level 6 is assessed by coursework predominantly, with some practical assessments.

Workload

| Overall Workload | Level 4 | Level 5 | Level 6 |
|-----------------------------------|-----------|-----------|------------|
| Teaching, Learning and Assessment | 230 hours | 216 hours | 180 hours |
| Independent Study | 940 hours | 894 hours | 1020 hours |
| Placement | 30 hours | 90 hours | 0 hours |

Learning Support

If you have a question or a problem relating to your course, your Course Administrator is there to help you. Course Administrators work closely with academic staff and can make referrals to teaching staff or to specialist professional services as appropriate. They can give you a confirmation of attendance letter, and a transcript. You may also like to contact your Course Rep or the Students' Union Advice team for additional support with course-related questions.

If you have any questions about life at our University in general, call into or contact the Student Advice Hub on either campus. This team, consisting of recent graduates and permanent staff, are available to support you throughout your time here. They will make sure you have access to and are aware of the support, specialist services, and opportunities our University provides. There is a Student Advice Hub on the ground floor of the Rose Bowl at City Campus and one in Campus Central at Headingley. You can also find the team in the Gateway in the Leslie Silver Building at City Campus. Email enquiries may be directed to studentadvicehub@leedsbeckett.ac.uk.

Within MyBeckett you will see two tabs (Support and Opportunities) where you can find online information and resources for yourselves. The Support tab gives you access to details of services available to give you academic and personal support. These include Library Services, the Students' Union, Money advice, Disability advice and support, Wellbeing, International Student Services and Accommodation. There is also an A-Z of Support Services, and access to online appointments/registration.

The Opportunities tab is the place to explore the options you have for jobs, work placements, volunteering, and a wide range of other opportunities. For example, you can find out here how to get help with your CV, prepare for an interview, get a part-time job or voluntary role, take part in an international project, or join societies closer to home.