UNIVERSITY OF EAST LONDON
PROGRAMME SPECIFICATION

Programme Aim and Title	*BA Honours* Special Education
Intermediate Awards Available	Ordinary, Cert HE, Dip HE
Teaching Institution(s)	University of East London
Alternative Teaching Institutions (for local arrangements see final section of this specification)	AKMI Metropolitan College
UEL Academic School	Cass School of Education and Communities
UCAS Code	XC61
Professional Body Accreditation	N/A
Relevant QAA Benchmark Statements	Education Studies
Additional Versions of this Programme	By distance on-line
Date Specification Last Updated	November 2016

Programme Aims and Learning Outcomes

This programme is designed to give you the opportunity to:

Explore the education of children with special needs and to gain an understanding of a range of special educational needs and disabilities.

What is this programme designed to achieve?

Special Education is the study of the challenging concept of Special Educational Needs and Disabilities (SEND). The areas of communication and interaction, challenging behaviour, managing SEND, theoretical models of inclusion and therapeutic teaching and learning are examples of some of the areas of study. The programme covers concepts of equal opportunity, inclusion, children's rights, working in partnership and a holistic understanding of childhood. It considers the context in which children are defined, diagnosed and labelled as having special education needs and disabilities. Through an optional volunteering module, the practical application of special education is analysed in the light of theoretical understanding.

BA (Hons) Special Education at UEL is designed to give a broad and in-depth understanding of current practice, policy and theoretical concepts in the field of SEND, including:

- Understanding educational issues concerning learners with speech, language and communication needs, autism, challenging behaviour, disabilities and dyslexia
- Critical awareness of the theoretical concept of inclusion and models of inclusive practice.
- Developing skills in the evaluation of the language of special needs in relation to concepts of equal opportunity, rights, and disability.

- Knowledge and understanding of international perspectives on SEND, including international agreements.
- Analysing the management of SEND, including the role of the multi-disciplinary team; SENCO; the Teaching Assistant and the Learning Support Assistant, in the light of current policies.
- Investigating the implications of SEND for inclusion, classroom management; curriculum; assessment; inspection; league tables.
- Developing awareness of therapeutic approaches used in teaching and learning within the special education context.
- Developing a research proposal leading into a self-identified topic of study for your independent research project.

Students who plan to continue onto teaching will find that the skills they develop on the BA (Hons) Special Education degree will be in demand in the workplace.

What you will learn:

Knowledge

- You will learn about the historical development of special education.
- You will learn about specific areas of SEN (communication and interaction, challenging behaviour, specific learning difficulties and management of SEND).
- You will develop an understanding of the concept and language of special needs; equal opportunity; children's rights; inclusion.
- You will learn about educational organisations, the social context of learning and schooling, and the development of children as learners.
- You will develop an understanding of the theoretical perspectives of inclusion which underpin models of inclusive practice.
- You will learn about special education in an international context.

Thinking skills

- You will learn how to think critically about the theories and models presented as part of your studies.
- You will learn how to analyse practical and theoretical situations, in the context of current policy and practice within special education.
- You will learn to evaluate information and present an argument in a range of modes of delivery, such as group discussions, written work, ICT.
- You will plan, manage, reflect on your own learning and professional development.

Subject-Based Practical skills

- You will learn how to apply the theoretical concept of inclusion in practice through work based learning placements; case study research; presentations.

- You will demonstrate understanding of research methodology by applying this knowledge to undertake an independent research project in the field of Special Education.
- You will learn how to present information clearly and coherently and communicate effectively to different audiences in a range of modes and media.

Skills for life and work (general skills)

- You will demonstrate autonomy, self-reliance, teamwork and leadership skills.
- You will develop transferable graduate skills in communication and interpersonal relationships.
- You will gain professional workplace experience.

Learning and Teaching

Teaching and learning strategies within the Special Education programmes expect students to be active learners. Strategies vary depending upon the type of module and the learning outcomes for the module.

Knowledge is developed through
- Lectures
- Seminars
- Workshops and practical sessions
- Online discussions and activities
- Research projects and group work
- Individual reading
- Research seminars organised by staff in the School of Education and Communities

Thinking skills are developed through
- Analysing and applying theory through programme work and examination preparation
- Discussing key theoretical issues raised in lectures and readings
- Group activities in class sessions
- Keeping of learning/reflective logs and journals

Practical skills are developed through
- Undertaking tasks in seminars and workshops
- Group work
- Individual research projects and observations

Skills for life and work (general skills) are developed through

Group work which enables skills in planning, negotiation, working with others to develop

Individual work which requires learner strategies in planning, reflecting, time management, meeting deadlines

ICT skills

Assessment

For each module there are a number of assignments, always linked to learning outcomes. The assignments may take a variety of forms but what is important is that the evidence (the actual work written or something recorded from presentations) is carefully graded, according to agreed criteria, moderated to make sure that the marking is fair and then presented to an Assessment Board. Although strategies usually assess more than one skill, below gives examples of how each skill might be assessed.

Knowledge is assessed by
Programme work assignments

Self-reflective assignments

Presentations

Individual tutorials

Thinking skills are assessed by
Programme work assignments

Presentations

Individual tutorials

Participation in sessions

Practical skills are assessed by
Programme work assignments

Active participation in presentations

Individual tutorials

Skills for life and work (general skills) are assessed by
Work-based learning

Seminar participation and group work skills

Personal development plans and students' own reflection

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Students with disabilities and/or particular learning needs should discuss assessments with the Programme Leader to ensure they are able to fully engage with all assessment within the programme.

Work or Study Placements

Students will have the option to complete an optional volunteering module at Level 6 of their studies.

Programme Structure

All programmes are credit-rated to help you to understand the amount and level of study that is needed.

One credit is equal to 10 hours of directed study time (this includes everything you do e.g. lecture, seminar and private study).

Credits are assigned to one of 5 levels:

3   Equivalent in standard to GCE 'A' level and is intended to prepare students for year one of an undergraduate degree programme.

4   Equivalent in standard to the first year of a full-time undergraduate degree programme.

5   Equivalent in standard to the second year of a full-time undergraduate degree programme.

6   Equivalent in standard to the third year of a full-time undergraduate degree programme.

7   Equivalent in standard to a Masters degree.

Programmes are made up of modules that are each credit weighted.

The module structure of this programme:

Level	Module Code	Module Title	Credit Weighting	Core/Option	Available by Distance Learning? Y/N
4	ED4000	Introduction to Special Education	30	Core	Y
4	ED4001	Teaching Children with Special Educational Needs and Disabilities	30	Core	Y

4	ED4003	Therapeutic Teaching and Learning	30	Core	Y
4	ED4004	Studying Special and Inclusive Education	30	Core	Y
5	ED5000	Social, Mental and Emotional Health Issues	30	Core	Y
5	ED5001	Specific Learning Difficulties	30	Core	Y
5	ED5002	Professionalism and Inclusion	30	Core	Y
5	ED5006	Communication and Interaction	30	Core	Y
6	ED6000	Independent Research Project	30	Core	Y
6	ED6001	Leading Special Education	30	Core	Y
6	ED6002	Volunteering	30	Option	N
6	ED6003	Critical and Global Perspectives in Special and Inclusive Education	30	Option	Y
6	ED6004	Alternative Educational Provisions	30	Core	Y

Please note: Optional modules might not run every year, the programme team will decide on an annual basis which options will be running, based on student demand and academic factors, in order to create the best learning experience.

Additional detail about the programme module structure:

A core module for a programme is a module which a student must have passed (i.e. been awarded credit) in order to achieve the relevant named award. An optional module for a programme is a module selected from a range of modules available on the programme.

The overall credit-rating of this programme is 360 credits. If for some reason you are unable to achieve this credit you may be entitled to an intermediate award, the level of the award will depend on the amount of credit you have accumulated. You can read the University Student Policies and Regulations on the UEL website:
https://www.uel.ac.uk/Discover/Governance/Policies-Regulations-Corporate-documents/Student-Policies

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Programme Specific Regulations

N/A

Typical Duration

It is possible to move from full-time to part-time study and vice-versa to accommodate any external factors such as financial constraints or domestic commitments. Many of our students make use of this flexibility and this may impact on the overall duration of their study period.

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The expected duration of this programme is 3 years full-time or 8 years part-time.

A student cannot normally continue study on a programme after 4 years of study in full time mode unless exceptional circumstances apply and extenuation has been granted. The limit for completion of a programme in part time mode is 8 years from first enrolment.

Further Information

More information about this programme is available from:

- The UEL web site (http://www.uel.ac.uk)
- The programme handbook
- Module study guides
- UEL Manual of General Regulations (http://www.uel.ac.uk/qa/policies/manual/)
- UEL Quality Manual (http://www.uel.ac.uk/qa/policies/qualitymanual/)
- School web pages
- Programme Moodle page

All UEL programmes are subject to thorough programme approval procedures before we allow them to commence. We also constantly monitor, review and enhance our programmes by listening to student and employer views and the views of external examiners and advisors.

Additional costs:

N/A

Alternative Locations of Delivery

This programme is available Online
AKMI Metropolitan College, Greece. Campuses in Athens, Thessaloniki & Piraeus