UNIVERSITY OF WOLVERHAMPTON

Course Specification

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Core Information

Awarding Body / Institution:	University of Wolverhampton		
School / Institute:	School of Education and Psychology		
Course Code(s):	SN011H01UW SN011H31UW	Full-time Part-time	3 Years 6 Years
UCAS Code:	X363		
Course Title:	BA (Hons) Special Educational Needs, Disability and Inclusion		
Hierarchy of Awards:	Bachelor of Arts with Honours Special Educational Needs, Disability and Inclusion Bachelor of Arts Special Educational Needs, Disability and Inclusion Diploma of Higher Education Special Educational Needs, Disability and Inclusion Certificate of Higher Education Special Educational Needs, Disability and Inclusion		
Language of Study:	English		
Date of DAG approval:	14/Sep/2026		
Last Review:			
Course Specification valid from:	2025/6		
Course Specification valid to:			

Academic Staff

Course Leader:	
Head of Department:	

Course Information

Location of Delivery:	University of Wolverhampton
Category of Partnership:	Standard Provision (Not delivered in partnership)
Teaching Institution:	University of Wolverhampton
Open / Closed Course:	This course is open to all suitably qualified candidates.

Entry Requirements:

Entry requirements are subject to regular review. The entry requirements applicable to a particular academic year will be published on the University website (and externally as appropriate e.g. UCAS

Typical entry requirement: 96 UCAS points

A Levels - grades CCC / BCD

BTEC L3 Extended Diploma or OCR Cambridge L3 Technical Extended Diploma - grades MMM

BTEC L3 Diploma - grades DD

NCFE CACHE L3 Diploma in Childcare and Education or NCFE CACHE L3 Technical Diploma in Childcare and Education - grade C

Access to HE Diploma (60 credits) of which a minimum of 45 must be at Level 3 (96 UCAS point equivalence, minimum 45 credits at merit)

Other Requirements:

Entry to this course requires a Disclosure and Barring Service (DBS) Check.

Students must usually have studied for a minimum of two years post GCSE level. However, we will consider applications from mature students who do not have two years of post-16 study, where they have relevant work experience. Please see http://wlv.ac.uk/mature for further information

Distinctive Features of the Course:

This course is all about understanding inclusive education and practice in a way that feels real and relevant for you. We do not just teach theory; you will explore the principles of inclusion and how this works in practice in education and community settings and how it can make a difference in people's lives. You will have the freedom to shape your learning around your own interests and future goals, so your experience is personal to you and prepare you for diverse roles in education and community settings.

The course provides you with the knowledge and skills to work in a range of educational and community settings, in teaching or in wider professional roles. We also have excellent progression opportunities on to our Masters in Education and Social work, as well as routes into primary, secondary and further education teaching.

The delivery of your teaching is interactive with a key focus on student support. We teach in smaller classroom-based student groups, as opposed to larger lecture theatres, to give you a supportive and personalised learning experience, and your teaching staff are committed to developing your confidence and your capability as a professional.

Your teaching team brings a wealth of research expertise and practical experience in education, and inclusive practice which means you will learn from people who understand both the theory and the reality of professional practice. They will help you make clear connections between what you study in class and what happens in real-world settings.

From the moment you join the course, you will have access to a wide range of support to help you succeed. Your personal tutor will be your first point of contact for academic advice and wellbeing, and you can book regular check-ins whenever you need them. You will also have access to specialist services for study skills, careers guidance, and mental health support. Our goal is to help you feel confident, engaged, supported, and motivated to achieve your potential.

You can gain hand on experience by undertaking placements in schools, alternative educational provisions, community organisations, or education-related charities, gaining hands-on experience and professional insight. You will also have guest lectures from education and special educational needs experts, and you will gain awareness of different professional roles through our employability events.

Educational Aims of the Course:

Intakes:

September

Major Source of Funding:

Office for Students (OFS)

Tuition Fees:

Tuition fees are reviewed on an annual basis. The fees applicable to a particular academic year will be published on the University website.

Year	Status	Mode	Amount
2020/1	H	Full Time / Sandwich	£9250.00
2020/1	Overseas	Full Time / Sandwich	£12250.00
2020/1	H	Part Time	£3050.00
2020/1	Overseas	Part Time	£6125.00
2021/2	H	Full Time / Sandwich	£9250.00
2021/2	Overseas	Full Time / Sandwich	£12950.00
2021/2	H	Part Time	£3100.00
2022/3	H	Full Time / Sandwich	£9250.00
2022/3	Overseas	Full Time / Sandwich	£13450.00
2022/3	H	Part Time	£3120.00
2023/4	H	Full Time / Sandwich	£9250.00
2023/4	Overseas	Full Time / Sandwich	£14450.00
2023/4	H	Part Time	£4625
2024/5	H	Full Time / Sandwich	£9250.00
2024/5	Overseas	Full Time / Sandwich	£14950.00
2024/5	H	Part Time	£4625.00
2025/6	H	Full Time / Sandwich	£9535.00
2025/6	Overseas	Full Time / Sandwich	£15995.00
2025/6	H	Part Time	£4768.00
2026/7	H	Full Time / Sandwich	£9790.00
2026/7	Overseas	Full Time / Sandwich	£17600.00
2026/7	H	Part Time	£4895.00

PSRB:

None

Course Structure:

September (Full-time)

Full time and Sandwich Undergraduate Honours students normally study 120 credits per academic year; 60 credits semester 1 and 60 credits semester 2.

Part time students study alongside full time students. However, they do not study more than 80 credits in each academic calendar year.

Module	Title	Credits	Period	Type
4CF017	Safeguarding and Multi-Agency Perspectives	30	SEM1	Core
4ED016	Succeeding at University	30	SEM1	Core
4SN014	Exploring SEND, Diversity and Inclusive Practice	30	SEM2	Core
4SN015	Supporting Communication and Participation	30	SEM2	Core

September (Full-time)

Full time and Sandwich Undergraduate Honours students normally study 120 credits per academic year; 60 credits semester 1 and 60 credits semester 2.

Part time students study alongside full time students. However, they do not study more than 80 credits in each academic calendar year.

Module	Title	Credits	Period	Type
5SN010	Neurodiversity and Inclusive Practice	30	SEM1	Core
5CF018	Young Lives, Parenting and Families	30	SEM1	Core
5ED018	Becoming a Researcher	30	SEM2	Core
5ED019	Professional Development	30	SEM2	Core

September (Full-time)

Full time and Sandwich Undergraduate Honours students normally study 120 credits per academic year; 60 credits semester 1 and 60 credits semester 2.

Part time students study alongside full time students. However, they do not study more than 80 credits in each academic calendar year.

Module	Title	Credits	Period	Type
6SN012	Pedagogies for Inclusive Educational Practice	30	SEM1	Core
6SN011	SEND Systems and Specific Learning Difficulties	30	SEM1	Core
6ED022	Education in Challenging Contexts	30	SEM2	Core

Option Group 04 | Min Value: 30 | Max Value: 30

6ED024	Dissertation	30	SEM2	Core/Option	Aarron Armstrong-Craddock
6ED023	Researching Issues in Education and Inclusion	30	SEM2	Core/Option	Aarron Armstrong-Craddock

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

Learning, Teaching and Assessment

Regulations Exemption:

4.6 - Exemption in accordance with the standards required for Early Years Teacher Status (granted by the Children's Workforce Development Council). Compensation will not be permitted for the following core module (repeats will be allowed);

4CF017 Safeguarding and Promoting Well-Being

Reference Points:

UK Quality Code for Higher Education

Qualifications and Credit Frameworks

Subject Benchmark Statements

University Policies and Regulations

Equality Act 2010: guidance - GOV.UK

Apprenticeship Standard

Overview of Assessment:

As part of the course approval process, the course learning outcomes were mapped to each of the modules forming the diet of the programme of study. This process confirmed that all course learning outcomes can be met through successful completion of the modules. This mapping applies to the final award as well as to all of the intermediate awards.

Learning Outcomes	Modules
CERTHE01 Demonstrate knowledge of the underlying concepts, theories and principles associated with your area(s) of study. (Knowing)	
CERTHE02 Evaluate, interpret and apply data, to develop ideas and discussion in your subject(s) of study. (Knowing)	
CERTHE03 Use different approaches to solving problems related to your area(s) of study (Doing)	
CERTHE04 Communicate the results of your study/work accurately and reliably, and with structured and coherent arguments (Doing)	
CERTHE05 Identify and undertake further training and develop new skills to support your learning (Being)	
CERTHE06 Identify personal qualities and transferable skills necessary for further study and/or employment (Being)	
DIPHE01 Demonstrate knowledge and application of the concepts and principles of your area(s) of study. (Knowing)	
DIPHE02 Demonstrate the application of those principles in an employability and/or professional practice context. (Knowing)	
DIPHE03 Identify and use methods of enquiry in the subject(s) and evaluate the appropriateness of different approaches to solving problems in study. (Doing)	
DIPHE04 Use a range of new and established techniques to explore and critique data and sources of information, to solve problems within your subject (Doing)	

Learning Outcomes	Modules
DIPHE05 Effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences. (Being)	
DIPHE06 Show personal responsibility and decision-making to developing existing skills and acquire new competences that will enable you to reach your employability goals. (Being)	
BHONSN01 Demonstrate an informed knowledge and understanding of significant theories, concepts, principles and ideas relating to the study of education, SEND and Inclusion (Knowing)	
BHONSN02 Appraise the sociological, psychological, philosophical and political dimensions of education, SEND and Inclusion relating to a variety of educational and community contexts (Knowing)	
BHONSN03 Critically engage with and evaluate real world contemporary educational and inclusion issues, challenges and policies at local, national and international levels (Doing)	
BHONSN04 Apply knowledge of the methods required for systematic study and research relative to education and inclusion to develop informed conclusions (Doing)	
BHONSN05 Can demonstrate flexibility, adaptability and personal responsibility to engage in ongoing self-reflection, understanding the importance of inclusive practice, social diversity and solution focused action (Being)	
BHONSN06 Communicate effectively in a variety of ways utilising a range of contemporary digital technologies effectively and ethically to enhance a variety of approaches to the study of education, SEND and Inclusion (Being)	
BHONS01 Demonstrate an informed knowledge and understanding of significant theories, concepts, principles and ideas relating to the study of education, SEND and Inclusion (Knowing)	
BHONS02 Appraise the sociological, psychological, philosophical and political dimensions of education, SEND and Inclusion relating to a variety of educational and community contexts (Knowing)	
BHONS03 Critically engage with and evaluate real world contemporary educational and inclusion issues, challenges and policies at local, national and international levels (Doing)	
BHONS04 Apply knowledge of the methods required for systematic study and research relative to education and inclusion to develop informed conclusions (Doing)	
BHONS05 Can demonstrate flexibility, adaptability and personal responsibility to engage in ongoing self-reflection, understanding the importance of inclusive practice, social diversity and solution focused action (Being)	
BHONS06 Communicate effectively in a variety of ways utilising a range of contemporary digital technologies effectively and ethically to enhance a variety of approaches to the study of education, SEND and Inclusion (Being)	

Teaching, Learning & Assessment Strategy/(Learning and Teaching):

The course is thoughtfully structured to build your confidence by introducing foundational concepts early on, using scaffolded learning that gradually progresses to more complex ideas and skills. You will follow a carefully sequenced curriculum meaning that your modules in your first year of study provide knowledge which will then be built up and revisited in more complex ways throughout the rest of your degree.

Throughout the course you will be supported to develop as an independent learner and will also work collaboratively with your peers both in the classroom and via online digital spaces. Online resources, such as tutorials, quizzes, lecture recordings and discussion boards complement in-person sessions, enabling you to revisit key concepts at your own pace.

In the second year of your course the placement module will help you to build links between theoretical perspectives and practical experience, enabling you to apply the knowledge you have developed directly to real world educational contexts. You will develop your knowledge in promoting inclusive practice using a range of strategies which you will be able to apply in your professional practice. We embed a range of guest speakers across the course from a variety of professional contexts including schools, alternative educational provision, community settings and early help services. You will also develop your connections to education and community sectors through “meet the professional events” and employability fa and will benefit from enrichment visits to schools and community settings.

In-person and online activities are designed to complement each other, offering flexible and inclusive learning experiences through blended delivery, such as interactive seminars, digital forums, and multimedia resources that cater to different learning needs. You will be supported in developing your academic and digital skills through embedded workshops, guided tasks, and access to tailored resources that prepare you for group work, research, and independent study. The course also promotes digital fluency by embedding the ethical use of digital tools, AI, and data into learning activities, encouraging you to critically engage with technology as part of your academic and professional development.

Assessment Methods/Assessments:

This course uses a range of assessments designed to support your learning journey while helping you demonstrate your knowledge, skills, and progress. You will complete assessments in a mix of formats offering varied opportunities for you to demonstrate your strengths. Many of our assessments relate to real-world practices, such as, writing safeguarding reports and developing inclusive learning opportunities. Importantly, we do not use exams at any point across the course. Your assessments are designed not only to develop your communication skills but also your self-awareness, emotional intelligence and your skills in critical thinking and reflective practice. You will often have autonomy in terms of your assignment topics to allow you to focus on issues most relevant to your areas of interest or future career goals

Throughout the course we place a strong emphasis on assessment support and scaffolding to ensure you feel clear and confident and can achieve your full potential. All modules include a range of assessment support to demystify assessment processes, clarify expectations, and equip you to succeed to the best of your ability. Inclusivity is a core principle in your course, with clear guidance, accessible formats, and support for different learning needs ensuring you can engage meaningfully.

Further Information for Student:

The course is designed to help you to develop the skills, knowledge and confidence to succeed in your studies with the University of Wolverhampton at degree level. The curriculum will be relatable to you through our inclusive approaches to your teaching and learning experience. We value and promote your individual engagement, progression and success as all our staff will recognise and celebrate your unique learning needs.

We will support your transition in university as your first module “Succeeding at University” will develop your academic skills through the lens of exploring contemporary educational and inclusion issues, supporting you in developing the skills you will need to succeed in your studies. We place significant emphasis on support not only in your first year but across your degree, to ensure you have the best chance of success. We hope this scaffolded transition helps you to become familiar with university life and to feel at home on campus.

You will also be introduced to your personal tutor, who will act as a key point of contact throughout your studies, providing both pastoral and academic support. Your tutor will help you navigate university systems, offer guidance on managing workload, and support your personal wellbeing. They will also assist with academic development by discussing feedback, helping you set goals, and signposting additional resources when needed. Regular meetings ensure that any challenges are addressed promptly.

Formative assessments are embedded in all your modules and provide you with opportunities to practice and develop your academic skills. These are accompanied by timely, constructive feedback that not only highlights strengths but also identifies areas for improvement, enabling you to build confidence and competence as you progress. We ensure your assessment feedback is supportive and developmental fostering a growth mindset.

In your second year of study, you will be supported to undertake a placement module to help you develop the specialist skills and knowledge you need to be an education graduate. You will be prepared through placement workshops, and guidance on professional expectations and will engage in structured reflection activities and action planning.

We are committed to hearing the voices of our students and your feedback plays an important role in shaping your course experience by providing insights into what is working well for you and what improvements may be helpful. We regularly gather feedback from you, and this allows us to adapt teaching strategies, resources, and support to best meet your needs.

The University provides a wide range of academic and pastoral support to help you succeed in your studies and personal development. This includes access to the Library and Skills for Learning service, academic coaching for Level 3 and 4 students, and tailored advice from the Careers and Enterprise teams. Students also benefit from 24/7 wellbeing support through WLV Student Life Connect, pastoral care via the Multi-faith Chaplaincy, and assistance from the Mental Health and Wellbeing team. Those living in university accommodation have additional access to Residential Life support, and all students can engage with the Students’ Union for advocacy, societies, and further peer-led services.

Currency:

Education and Special Educational needs, disability and inclusion are rapidly changing areas and course content is updated regularly to reflect this. Our curriculum and module content is updated each year to ensure it remains relevant and contemporary. You will engage with educational and inclusion research through your use of academic literature, problem solving tasks, and opportunities to explore work conducted by University of Wolverhampton staff, fostering a strong foundation in research literacy and critical thinking.

All staff within the course team are active researchers in education, special educational needs, disability rights and inclusion and can feed their expertise into their

teaching. Staff are members of professional networks and regularly engage with sector conferences and networking events to ensure curricular content is underpinned by emerging primary research in the sector. As students you will be equipped to develop your own academic research skills which will culminate in an independent research project on a topic of your choice in your final year of study.

The curriculum encourages you to think creatively and critically about real-world issues in education, inclusion and disability, through applied projects and problem-solving activities. For example, you will examine real life case studies and develop informed solution focused thinking about how to address practical challenges in education and communities. The University's Graduate Attributes are embedded throughout the course, guiding your development as an adaptable, future-ready graduate equipped to work in a range of educational and community contexts. Lifelong learning is supported by reflective practice, digital fluency, and opportunities to explore different professional contexts, helping you to prepare for the complexities of your future career.

Personalisation Opportunities:

This course provides an academic study of formal and informal contexts of education, the community and as well as a framework for understanding special educational needs, disability and inclusion. You will gain a broad and balanced knowledge and understanding of the principal features of inclusion and engage with key questions concerning the aims, values and outcomes of inclusive education and its relationship to society. You will explore issues around models of disability, communication and neurodiversity, and models of risk and consider how social policies and inequality influence the everyday life of children, young people and adults.

During your first year you will begin to actively engage in investigating the cultural, sociological, and psychological, dimensions of inclusion in a range of contexts. As you progress through your studies there will be a focus on empowering children, young people and adults, social justice, and partnership working to effect change. You will develop personal and professional attributes to become an ethical, respectful, and inclusive practitioner, able to sensitively engage with children, young people and adults to encourage them to shape their own lives, often within constrained circumstances.

The course is designed with flexibility in assessments enabling you to tailor your learning to areas that are linked to your personal interests and career aspirations. For example, you can select essay topics, case studies, or research projects that draw on your own experiences or focus on issues that you are passionate about, such as inclusive education and the provision for learners with special educational needs and disabilities (SEND) in educational and community settings, social inequality or collaborating with families, professionals, and communities. Although you are independent as a learner you are not on your own, from the start of your course, you will be supported at each step of your student journey by passionate and knowledgeable staff who really care about your success.

The course content fosters your emotional intelligence, autonomy, curiosity and engagement and independent study opportunities allow you to pursue specialist areas, ensuring that learning feels relevant and meaningful to your own individual career goals. Although you are independent as a learner, you are not on your own and will be supported at each step of your student journey by passionate and knowledgeable staff who really care about your success.

Employability in the Curriculum/Employability and Professional Development:

The course actively supports you in exploring and preparing for diverse career pathways through integrated opportunities such as placements, and industry-linked assessment and projects that connect academic learning with real-world practice. Professional best practice in education and inclusion is embedded into the curriculum, ensuring you understand and meet sector-specific benchmarks. In your second year of study the placement module allows you to develop practical experience in educational, alternative and community settings. Modules like Neurodiversity and Inclusive Practice and Contemporary Issues in Education require you to create innovative and inclusive solutions to contemporary educational challenges, ensuring that you can apply theoretical knowledge to practical contexts. Global perspectives are also emphasised through modules developing your knowledge as a global citizen and broadening your understanding of career opportunities in diverse settings.

Employability skills are developed through workshops, mock interviews, CV writing sessions, and networking events, alongside regular feedback and opportunities for self-assessment. You will receive academic and career guidance to make informed choices about modules or specialisms that align with your aspirations, helping you shape a clear and confident path toward your future professional goals.

You will develop a professional identity throughout the course. Reflective practice is embedded across the curriculum, enabling you to evaluate your strengths, values, and aspirations, and connect these to their career ambitions. Autonomy in assignments and research topics allow you to tailor your learning to your career interests, supported by structured guidance and reflective activities that link academic development to your own career goals.

Ethical and inclusive practice is emphasised across the course with a specific focus on challenging inequality and promoting inclusive practice in educational and community contexts. Digital fluency and responsible use of AI are also embedded, ensuring you meet contemporary industry standards for technology use.

This course can lead to a variety of careers across education, health, social care, and the voluntary sector. We have excellent progression opportunities on to teaching routes into primary, secondary and further education. Many of our students progress to advisory positions like inclusive education consultants, or work in roles such as pastoral support and mentoring in schools and colleges. Beyond education, opportunities include family support work, advocacy roles, and positions within charities or local authorities focused on disability inclusion. Some graduates enter health-related roles as therapy assistants or mental health support workers, while others move into policy, research, or postgraduate study, such as the Master's in Education or Social Work.