UNIVERSITY OF WOLVERHAMPTON

Course Specification

Published Date:	16-Jul-2026
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Status:	Validated

Core Information

Awarding Body / Institution:	University of Wolverhampton		
School / Institute:	School of Education and Psychology		
Course Code(s):	CF024M31UM	Part-time	2 Years
Course Title:	BA (Hons) Special Educational Needs, Disability, Inclusion and Childhood and Family Studies (Top Up)		
Hierarchy of Awards:			
Language of Study:	English		
Date of first cohort:	14/Sep/2026		
Specification valid from:	2025/6		

Academic Staff

Course Leader:	Miss Saphiya Rajer
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

Distinctive Features of the Course:

This Special Educational Needs, Disability and Inclusion Studies and Childhood and Family Studies course is all about developing your knowledge and understanding of significant theories, concepts, principles and ideas relating to the study of education, SEND and Inclusion. We do not just teach theory; you will explore how SEND and Inclusion is related to a variety of educational and community contexts through collaborative learning and reflection. You will have the freedom to shape your learning around your own interests and future goals, so your experience is personal to you. You will engage with diverse perspectives that support you in applying knowledge in real-world contexts and prepare you for diverse roles in a range of educational contexts.

The delivery of your teaching is interactive, blending seminars, workshops, and research-based learning with digital tools to support collaboration and accessibility. You will benefit from high quality teaching by lecturers and engage with current debates, diverse perspectives and policy developments about SEND and inclusion.

Your teaching team bring a wealth of research expertise and practical experience in education, which means you will learn from people who understand both the theory and the reality of educational practice. They will help you make clear connections between what you study in class and what happens in real-world settings, whether that is through case studies, examples from their own work, or guidance on applying concepts to your own experiences and contexts. This approach ensures that your learning feels relevant and prepares you to confidently use your knowledge in future roles within education and inclusion sectors giving you an adaptable, and reflexive insight.

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. Whether you need help with assignments, planning your future, or just someone to talk to, we make sure you have the support you need. Our goal is to help you feel confident, supported, becoming an engaged, curious independent learner ready to achieve your best.

Educational Aims of the Course:

Intakes:

September

January

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
2025/6	H	Part Time	£4768.00
2026/7	H	Part Time	£4895.00

PSRB:

None

Course Structure:

January (Part-time)

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

Module	Title	Credits	Period	Type	
Option Group 02 | Min Value: 30 | Max Value: 30					
6CF023	Worlds of Childhood: Exploring Global Views and Practices	30	SEM2	Core/Option	Graham Jones
6CF026	Leading for Quality: Values, Theory and Practice in Early Childhood	30	SEM2	Core/Option	Karen Williams

January (Part-time)

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

Module	Title	Credits	Period	Type	
Option Group 01 | Min Value: 0 | Max Value: 30					
6SN011	SEND Systems and Specific Learning Difficulties	30	SEM1	Core/Option	Zoe Stuart
6SN012	Pedagogies for Inclusive Educational Practice	30	SEM1	Core/Option	Zoe Stuart
6ED024	Dissertation	30	YEAR	Core	

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Module	Title	Credits	Period	Type	
6ED024	Dissertation	30	YEAR	Core	

Linked Option Group Rule: Select a minimum of 30 credits and a maximum of 30 credits from the linked (*) groups.

* **Option Group 01 | Min Value: 0 | Max Value: 30**

Select ONE module to study along-side your Dissertation, in either SEM1 or SEM2.

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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:

None

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

https://www.ecsdn.org/graduate-practitioner-compencies

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
BHONSN01 Knowing (K1): Demonstrate an informed knowledge and understanding of significant theories, concepts, principles and ideas relating to the study of SEND, Inclusion, children and their families	
BHONSN02 Knowing (K2): Appraise the sociological, psychological, philosophical and political dimensions of SEND, Inclusion, children and their families relating to a variety of educational and community contexts	
BHONSN03 Doing (D1): Critically engage with and evaluate real world contemporary educational and inclusion issues, challenges and policies at local, national and international levels	
BHONSN04 Doing (D2): Demonstrate and apply knowledge of the methods required for systematic study and research relative to inclusion, children and their families to develop informed conclusions.	
BHONSN05 Being (B1): Demonstrate flexibility, adaptability and personal responsibility to engage in ongoing self-reflection, understanding the importance of inclusive practice, social diversity and solution focused action.	
BHONSN06 Being (B2): 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 SEND, inclusion, children and their families.	
BHONS01 Knowing (K1): Demonstrate an informed knowledge and understanding of significant theories, concepts, principles and ideas relating to the study of SEND, Inclusion, children and their families	
BHONS02 Knowing (K2): Appraise the sociological, psychological, philosophical and political dimensions of SEND, Inclusion, children and their families relating to a variety of educational and community contexts	
BHONS03 Doing (D1): Critically engage with and evaluate real world contemporary educational and inclusion issues, challenges and policies at local, national and international levels	
BHONS04 Doing (D2): Demonstrate and apply knowledge of the methods required for systematic study and research relative to inclusion, children and their families to develop informed conclusions.	
BHONS05 Being (B1): Demonstrate flexibility, adaptability and personal responsibility to engage in ongoing self-reflection, understanding the importance of inclusive practice, social diversity and solution focused action.	
BHONS06 Being (B2): 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 SEND, inclusion, children and their families.	

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

The course is thoughtfully structured to build your confidence by using scaffolded learning that gradually progresses to more complex ideas and skills. Your learning will progress through a carefully sequenced curriculum that introduces core concepts and skills in manageable stages, allowing you to strengthen your academic and technical skills before tackling more advanced material. Regular opportunities for reflection and feedback will help you to consolidate learning and prepare for more advanced content. As you progress through your studies, you will encounter increasingly complex ideas and tasks, with support gradually reduced to encourage independence. This approach is reinforced through blended learning, where online resources, such as tutorials, quizzes, and discussion boards complement in-person sessions, enabling you to revisit key concepts at your own pace.

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 academic and digital skills through embedded workshops, guided tasks, and access to tailored resources that prepare you for group work, research, and independent study. Professional and practice-based elements including work-based learning, are integrated with academic content to ensure you can apply theory in real-world contexts, enhancing employability and reflective practice. 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:

There are a range of assessments designed to support your learning journey while helping you strengthen your critical thinking, analysis and reflective practice and progress. Assessment across the course is carefully designed to support learning through a balanced mix of formats, such as essays, presentations, portfolios, and practical tasks, ensuring a manageable workload and varied opportunities for you to demonstrate application of your knowledge. Formative tasks, and peer/tutor feedback are embedded to help you practise key skills and refine your work before final assessments. These tasks play a crucial role in supporting your learning by providing opportunities to practise, through collaborative learning, supporting emotional intelligence, resilience and self-awareness. Through engaging with formative work, you can strengthen academic skills, clarify expectations, and build resilience in tackling more complex challenges. Importantly, formative assessments create a low-pressure environment where your learning is prioritised over grading, encouraging you to become committed to experimentation, critical thinking, and continuous progress throughout the course.

Your assessments are structured to develop intellectual capabilities like critical thinking, problem-solving, and evidence-based argument, often through research-based tasks and real-world scenarios. Inclusivity is a core principle in your course, with clear guidance, accessible formats, and support for different learning needs ensuring you can engage meaningfully. You are also encouraged to personalise your assessment experience by choosing topics or formats that align with your interests or career goals, and many assessments reflect professional practices, such as reflective reports and this helps support your academic learning with your personal and professional development.

Further Information for Student:

The BA (Hons) Special Educational Needs, Disability and Inclusion Studies and Childhood and Family Studies 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 in Special Educational Needs, Disability and Inclusion Studies and Childhood and Family Studies 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 modules will develop skills appropriate to studying at university such as finding and using information, working collaboratively with others to gain confidence in using digital tools and platforms, strengthening your critical thinking and analysis through challenging and debating ideas as you develop greater confidence in your academic voice.

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, and your progress is monitored in a supportive and proactive way. This relationship is designed to foster a sense of belonging, build emotional intelligence and self-awareness and ensure that you have consistent, personalised support throughout your learning journey.

Formative assessments are embedded in all modules to provide you with opportunities to practice and strengthen your academic and technical skills. These assessments 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. Feedback is intentionally designed to be actionable and supportive, allowing you to apply what you have learned when completing your final graded assessments. We aim to ensure your assessment feedback is developmental, fostering continuous learning and reflection throughout your course.

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 where improvements are needed. We regularly gather feedback through early module evaluation, end of module evaluations and surveys, student forums and informal discussions. This allows us to identify any challenges for you and adapt teaching strategies, resources, and support. This ensures that your course remains responsive to your learning needs, whether by clarifying content, or enhancing accessibility and engagement. This fosters a learning environment that is inclusive through engaging in collaborative dialogue and reflection, supporting you throughout your academic journey.

The University provides a wide range of academic and pastoral support to help students succeed in their studies and personal development. This includes access to the Library and Skills for Learning service, 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:

The course is designed with flexibility and relevance in mind, allowing the breadth of content to be regularly updated to reflect current research, emerging theories, and contemporary issues within childhood, family and education. You will engage with educational 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. The curriculum encourages you to think creatively and critically about real-world challenges, including sustainability, enterprise, and social responsibility, through applied projects and problem-solving activities. The University's Graduate Attribute Mindsets: Global Citizen, Knowledgeable, Professional, and Digitally Fluent are embedded throughout the course, guiding your development as an adaptable, future-ready graduate. Interdisciplinary collaboration is promoted through cross-module themes and group work, while lifelong learning is supported by reflective practice, digital skill development, and opportunities to explore different professional contexts, helping you to prepare for the complexities of your future career. Academic content is regularly updated to reflect current research and emerging theories, helping you become a knowledgeable and critically engaged thinker. These attributes are

reinforced through assessments, group work, and reflective practice, empowering you to adapt, innovate, and thrive in a rapidly changing world.

Personalisation Opportunities:

Special Educational Needs, Disability and Inclusion Studies and Childhood and Family Studies provide an academic study of formal and informal contexts of childhood as well as a framework for understanding aspects of the influences and factors that impact upon child development. You will gain broad and balanced knowledge and understanding of the principal features of Special Educational Needs, Disability and Inclusion Studies and Childhood and Family Studies in a variety of educational and community contexts**.** You will explore issues around recognising agency, giving voice to and, where appropriate, act as an advocate for children, families and communities.

Special Educational Needs, Disability and Inclusion Studies and Childhood and Family Studies aims to promote your knowledge and skills in relation to being an ethical practitioner and how nationally and globally, a wide range of perspectives underpin different understanding of children and their families and inclusive practices. You will actively engage in investigating the sociological, psychological, philosophical and political dimensions of education, SEND and Inclusion relating to a variety of educational and community contexts.

In addition, this programme will offer a focus on contemporary digital technologies and how these can be utilised ethically to enhance a variety of approaches to the study of education, SEND and Inclusion. You will develop personal and professional attributes to become an ethical, respectful, and reflexive worker able to sensitively engage in ongoing self-reflection, and diverse perspectives understanding the importance of inclusive practice, social diversity and solution focused action when working with children and their families.

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 pedagogies for inclusive practices, the outdoor environment, working with families and the statutory SEND guidance. Modules that focus on up-to-date issues in Special Educational Needs, Disability and Inclusion Studies and Childhood and Family Studies and independent study opportunities allow you to further pursue specialist areas, ensuring that learning feels relevant, and enables you to be curious and engaged to your own individual goals.

Employability in the Curriculum/Employability and Professional Development:

The course actively supports you in exploring and preparing for diverse career pathways through integrated opportunities including industry-linked assessment and projects that connect academic learning with real-world practice. You are guided to build your professional identity through reflective tasks, career-focused modules, and engagement with employers and practitioners. Professional standards and employer expectations and requirements are embedded into the curriculum, ensuring you understand and meet sector-specific benchmarks. 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 personal and professional goals.

