

Special Education

This version of the programme will be recruiting at AKMI Metropolitan College and will be available until September 2015.

Final award	BA (Hons)
Intermediate awards available	Cert HE, Dip HE
UCAS code	XC61
Details of professional body accreditation	N/A
Relevant QAA Benchmark statements	Education Studies
Date specification last up-dated	April 2014

Profile

Alternative locations for studying this programme

Location	Which elements?	Taught by UEL staff	Taught by local staff	Method of Delivery
AKMI Metropolitan College, Thessaloniki and Athens	-Specified programme for Full 3 level programme and Provision for Entry with Advanced Standing programme	-No	-Yes	-Full-time in Greek language

The summary - UCAS programme profile

BANNER BOX:

This programme gives you opportunity to explore the education of children with special needs and to gain an understanding of a range of special educational needs and disabilities.

ENTRY REQUIREMENTS

- 240 UCAS tariff points or equivalent

If you are entering from school or college the basic entry requirement is usually a minimum of two A2 subjects, (or equivalent e.g. Baccalaureate, Irish Highers, GNVQ or BTEC awards) and five GCSEs at Grade C. You must have at least grade C in GCSE English, or equivalent.

In the case of applicants whose first language is not English, then IELTS 5.5 with a minimum of 5.5 in all components (or equivalent) is required. International qualifications will be checked for appropriate matriculation to UK Higher Education postgraduate programmes.

ENTRY REQUIREMENTS at AKMI

The standard entry requirement for students entering level 1 BA (Hons) Special Education will be a Greek Secondary School diploma (Apolytirion of Lykeio) with a minimum Apolytirion average of 10. Non-Greek nationals who have obtained this qualification through attendance in the Greek schooling system will be eligible for admission on the same basis as Greek nationals. Greek nationals who have been schooled overseas may be admitted to the programme on demonstrating that:

- They hold a qualification recognised by UEL for admission to undergraduate programmes in business, as documented in the current edition of the “Blue Book”
- They have demonstrated command of the Greek language through possession of an appropriate qualification recognised by the Greek educational authorities

AMC has an organized interviewing and admissions process which it follows for every academic programme it offers. Candidates are expected to sit one or more interviews with a qualified interviewer (who is usually the Course Leader in the student’s respective field of interest). Following the interview, candidates are required to fill out an application form which formalizes their request to be granted admission to their chosen programme of study. All decisions on student admission are then undertaken by a committee consisting of the Director, the Course Leader, and selected course tutors

For all programmes we welcome mature students who may not have formal qualifications. Their prior learning and experience will be taken into account as will their attendance at a recognised Access to Higher Education or Access to a Teaching programme. Students may be admitted through Accreditation of Experiential Learning (AEL) or Accreditation of Certificated Learning (ACL) processes.

The University of East London actively promotes and celebrates equality and diversity and positively welcomes applicants regardless of race, gender, disability, sexuality, age, religion or social class.

ABOUT THE PROGRAMME

What is Special Education?

Special Education is the study of the challenging concept of Special Educational Needs and Disabilities (SEND). There areas of speech, language and communication, autism, behaviour, disability and dyslexia in education and society are considered in depth. 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. Through placement opportunities, the practical application of special education is analysed in the light of theoretical understanding.

Special Education at UEL

BA (Hons) Special Education at UEL & AMC 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 concept of ‘professional expertise’ and 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.

Students who plan to continue onto teaching will find that the skills they develop on the BA Special Education degree will be in demand in the workplace. Please note that students who wish to enter into a career in secondary school teaching should take this programme as part of a combined degree, together with a national curriculum subject, to allow the possibility to progress onto the PGCE (Secondary) following successful completion.

Programme structure

Students may study full-time or part-time to complete the BA (Hons) Special Education degree. A full-time programme would typically take three academic years to complete with students taking six modules per year. If studying part-time, students would take between two and four modules per year. The BA Special Education degree programme can be taken as either a single honours or a combined honours degree.

Learning environment

Lectures, Seminar/practical based, workshops, distributed and distance learning, work-based learning placements and web-based learning

Assessment

All modules are assessed using various methods which are chosen as the most appropriate to demonstrate the learning outcomes for each module. Assessment can take such forms as essays, reports, presentations, learning journals, portfolios, examinations and book reviews.

Work experience/placement opportunities

Students will complete work-based placement learning at levels 1 and 2 of the degree.

Project work

At Level Three students are expected to carry out an independent research project on a topic relevant to the field of Special Education. This is a core module (ED3000) and runs throughout the year counting as a double project (equivalent of 2 modules). Students are supported through tutorial and seminar sessions throughout the year thus developing research skills which are valuable in both understanding and evaluating published research and empowering students to become researchers themselves.

In addition, students are involved in a number of collaborative projects throughout the degree which benefit them by developing project management, time management and interpersonal team work skills.

Added value

This programme will help students develop both a reflective approach to Special Education as well as critical thinking skills which are transferable to the workplace. Participation in work-based learning provides students with practical professional experience and the opportunity to develop critical awareness of theory and practice.

IS THIS THE PROGRAMME FOR ME?

If you are interested in...

- Understanding the issues concerning Special Educational Needs and Disability.
- Investigating particular areas within SEND
- Exploring education practices
- Learning theories and personal development

If you enjoy...

- A personal intellectual challenge
- Working in groups
- Working with learners with SEND
- Using theory to inform practical application in the workplace
- Carrying out original research

If you want...

- A challenging programme which includes study in theoretical and practical issues in the field of Special Education.
- A programme which allows you flexibility in the modules and topics to study.
- A programme which allows you to study in a number of modes to suit your personal circumstance through the use of flexible modules, distributed learning, distance learning.
- A programme which enables you to gain experience within the workplace

Your future career

Successful completion of the BA (Hons) Special Education degree programme will enable you to apply for an appropriate teacher training programme (e.g. a PGCE or GTTP primary) if desired. Teachers with this degree may choose to teach in mainstream inclusive schools or in special schools. They may become Special Educational Needs Co-ordinators (SENCOs) in their schools. Other career paths include working within Local Authority Support Services, Early Years settings, and non government organisations such as charities. A number of graduates may also continue their studies at Masters (MA SEN) or PhD level.

How we support you

Each student is allocated a personal tutor who will meet with you once each semester in order to work with you to plan your learning and ensure that you are making progress. Your personal tutor will also help you with any personal or academic difficulties you may be having. Tutorials may be held with other students or individually.

We provide students with a range of printed materials including Student Handbooks designed for each degree programme. Individual module guides are provided for each module which detail the requirements for attendance, course work preparation and other academic conventions.

Academic Writing and Study Skills modules are a core part of the programme. Support is also provided for students who have additional needs such as English language or dyslexia.

Student Representatives are nominated and elected from each degree programme by their fellow students. They represent the student views on the degree programme committee which reports to the Field of Education and Communities Committee.

Bonus factors

UEL offers PGCEs in Primary Education and a number of secondary subjects, including specialism in Special Education.. Students are offered support in their application for placements and PGCE staff are readily available for advice.

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Outcomes section

Programme aims and learning outcomes

What is this programme designed to achieve?

This programme is designed to give you the opportunity to:

- Develop knowledge and understanding of the key theories and current issues underpinning the study of the field of Special Education
- Increase your analytical and evaluative skills enabling you to sustain an academic argument and problem solve.
- Develop key transferable skills which will increase your employability.

What will you learn?

Knowledge

- You will learn about the historical development of special education.
- You will learn about specific areas of SEN (Speech, Language and Communication, Autism, Challenging Behaviour, Disabilities and Dyslexia)
- 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.

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Structure section

The programme structure

Introduction

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, for example. lectures, seminars and private study).

Credits are assigned to one of 5 levels:

- 0 - equivalent in standard to GCE 'A' level and is intended to prepare students for year one of an undergraduate degree programme
- 1 - equivalent in standard to the first year of a full-time undergraduate degree programme
- 2 - equivalent in standard to the second year of a full-time undergraduate degree programme
- 3 - equivalent in standard to the third year of a full-time undergraduate degree programme
- M - equivalent in standard to a Masters degree

Credit rating

The overall credit-rating of this programme is 360 credits.

Typical duration

The expected duration of this programme is three years when attended in full-time mode or five years in part-time mode. It is possible to move from a full-time mode of study to a part-time mode of 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.

How the teaching year is divided

The teaching year begins in September and ends in June, but this programme also allows students to join at the start of Semester B, in February. A student, normally registering for 6 modules in one year (3 modules in each Semester) would do so in a full-time attendance mode of study and a student registering for up to 4 modules in one year (2 modules in each Semester) would do so in part-time attendance mode of study.

What you will study when

This programme is part of a modular degree scheme. A typical full-time student will take six 20 credit modules per year. An honours degree student will complete six modules at level one, six at level 2 and six at level 3. See table below.

Combined Honours Students

It is possible to bring together modules from one subject with modules from another to produce a combined honours programme. The University offers subjects in a variety of combinations:

- Single - 120 credits at levels one two and three with minimum of 40 credits drawn from options
- Major - 80 credits at levels one, two and three with a minimum of 20 credits drawn from options
- Joint - 60 credits at levels one, two and three with a minimum of 20 credits drawn from options
- Minor - 40 credits at levels one, two and three.

Modules are defined as:

- Core - Must be taken
- Option - Select from a range of identified modules within the subject area

All combined programmes are required to have a Skills Module as an option at each level.

Where students have a major and minor, the Skills Curriculum Module will become a core component of the major discipline. Where students have a joint programme, the students will chose the Skills Module in one discipline. This will be made clear to students so that they neither miss out on their entitlement nor are assessed twice for the same Indicative Learning Outcomes.

The following are the core and optional requirements for the single, major, joint and minor pathways for this programme

LEVEL	TITLE	SKILLS MODULE	CREDITS	STATUS SINGLE	STATUS MAJOR	STATUS JOINT	STATUS MINOR
1	ED1000* Critical Reading and Writing	Y	20	Core	Core	Option*	
1	ED1025 Introduction to Special Education		20	Core	Core	Core	Core
1	ED1002 Sociology of Education		20	Core	Option	Option	Option
1	ED1012 Issues in Child Health		20	Core	Option	Option	Option
1	ED1042 Speech, Language & Communication Needs		20	Core	Option	Option	Option
1	ED1043 Special Education Placement Learning		20	Core	Option	Option	Option

2	ED2000* Research Design and Methods	Y*	20	Core	Core	Option*	
2	ED2001* Professional Development	Y	20	Core	Core	Option	
2	ED2003 Challenging Disability		20	Core	Core	Core	Core
2	ED2052 Special Education Placement Learning		20	Core	Option	Option	Option
2	ED2036 Autistic Spectrum Disorders and the Curriculum		20	Core	Core	Option	Option
2	ED2019 Managing Behaviour		20	Core	Option	Option	Option
3	ED3000** Independent Research Project		40	Core	Core	Option**	
3	ED3028 Inclusion and Special Education		20	Core	Core	Core	Core
3	ED3004 Critical Issues in Special Education		20	Core	Core	Option	Option
3	ED3010 Specific Learning Difficulties (Dyslexia)		20	Core	Option	Option	Option
3	ED3019 Explaining Behaviour		20	Core	Option	Option	Option

* Students must take the module unless the equivalent skills/dissertation module is taken in the student's other joint programme (ED1000, 2000 & 2001)

** Students studying both joint programmes within Education will have to take ED3000 as a core module and are allowed to take 1 option module from each programme

Requirements for gaining an award

In order to gain an honours degree you will need to obtain 360 credits including:

- A minimum of 120 credits at level one or higher
- A minimum of 120 credits at level two or higher
- A minimum of 120 credits at level three or higher

In order to gain an ordinary degree you will need to obtain a minimum of 300 credits including:

- A minimum of 120 credits at level one or higher
- A minimum of 120 credits at level two or higher
- A minimum of 60 credits at level three or higher

In order to gain a Diploma of Higher Education you will need to obtain at least 240 credits including a minimum of 120 credits at level one or higher and 120 credits at level two or higher

In order to gain a Certificate of Higher Education you will need to obtain 120 credits at level one or higher

In order to gain an Associate Certificate you will need to obtain a minimum of 20 credits at level one or higher

In order to gain a Foundation Degree you will need to obtain a minimum of 240 credits including:

- A minimum of 120 credits at level one or higher
- A minimum of 120 credits at level two or higher
- (A Foundation degree is linked to a named Honours degree onto which a student may progress after successful completion of the Foundation degree)

Degree Classification

Where a student is eligible for an Honours degree, and has gained a minimum of 240 UEL credits at level 2 or level 3 on the programme, including a minimum of 120 UEL credits at level 3, the award classification is determined by calculating:

The arithmetic mean of the best 100 credits at level 3 $\times 2/3$ + The arithmetic mean of the next best 100 credits at levels 2 and/or 3 $\times 1/3$

and applying the mark obtained as a percentage, with all decimal points rounded up to the nearest whole number, to the following classification

70% - 100% First Class Honours
 60% - 69% Second Class Honours, First Division
 50% - 59% Second Class Honours, Second Division
 40% - 49% Third Class Honours
 0% - 39% Not passed

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Assessment section

Teaching, learning and assessment

Teaching and learning

Knowledge is developed through

- Lectures
- Seminars
- Workshops and practical sessions
- Online discussions and activities
- Workbased learning
- Fieldwork
- Research projects and group work
- Individual reading
- Research seminars organised by staff in the Cass School of Education

Thinking skills are developed through

- Analysing and applying theory through coursework 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
- Workbased learning
- 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
- Professional placement
- Individual work which requires learner strategies in planning, reflecting, time management, meeting deadlines
- ICT skills

Assessment

Knowledge is assessed by

- Coursework assignments
- Examinations
- Self reflective assignments
- Presentations
- Individual tutorials

Thinking skills are assessed by

- Course work assignments
- Examinations
- Presentations
- Individual tutorials
- Participation in sessions

Practical skills are assessed by

- Course work assignments and examinations
- Workbased learning portfolio
- Active participation in presentations
- Individual tutorials
- Observation of participation in sessions

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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Quality section

How we assure the quality of this programme

Before this programme started

Before this programme started, the following was checked:

- there would be enough qualified staff to teach the programme;
- adequate resources would be in place;
- the overall aims and objectives were appropriate;
- the content of the programme met national benchmark requirements;
- the programme met any professional/statutory body requirements;
- the proposal met other internal quality criteria covering a range of issues such as admissions policy, teaching, learning and assessment strategy and student support mechanisms.

This is done through a process of programme approval which involves consulting academic experts including some subject specialists from other institutions.

How we monitor the quality of this programme

The quality of this programme is monitored each year through evaluating:

- external examiner reports (considering quality and standards);
- statistical information (considering issues such as the pass rate);

- student feedback.

Drawing on this and other information, programme teams undertake the annual Review and Enhancement Process which is co-ordinated at School level and includes student participation. The process is monitored by the Quality and Standards Committee.

Once every six years an in-depth review of the whole Subject Area is undertaken by a panel that includes at least two external subject specialists. The panel considers documents, looks at student work, speaks to current and former students and speaks to staff before drawing its conclusions. The result is a report highlighting good practice and identifying areas where action is needed.

The role of the programme committee

This programme has a programme committee comprising all relevant teaching staff, student representatives and others who make a contribution towards the effective operation of the programme (e.g. library/technician staff). The committee has responsibilities for the quality of the programme. It provides input into the operation of the Review and Enhancement Process and proposes changes to improve quality. The programme committee plays a critical role in the quality assurance procedures.

The role of external examiners

The standard of this programme is monitored by at least one external examiner. External examiners have two primary responsibilities:

- To ensure the standard of the programme;
- To ensure that justice is done to individual students.

External examiners fulfil these responsibilities in a variety of ways including:

- Approving exam papers/assignments;
- Attending assessment boards;
- Reviewing samples of student work and moderating marks;
- Ensuring that regulations are followed;
- Providing feedback through an annual report that enables us to make improvements for the future.

Listening to the views of students

The following methods for gaining student feedback are used on this programme:

- Module evaluations
- UELPlus Student forum
- Student representation on the Programme Committees (meeting twice a year)
- Student/Staff consultative committee

Students are notified of the action taken through:

- circulating the minutes of the programme committee

- providing details on the programme noticeboard
- providing details through UELPlus student forum and student emails

Listening to the views of others

The following methods are used for gaining the views of other interested parties:

- Annual student satisfaction questionnaire
- Questionnaires to former students
- Liaison with Local Authorities
- Liaison with Local Schools
- Liaison with employers

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Further Information section

Where you can find further information

Further information about this programme is available from:

- The UEL web site (<http://www.uel.ac.uk>)
- The UEL Cass School of Education and Communities Undergraduate handbook
- Module study guides
- UEL Manual of General Regulations and Policies <http://www.uel.ac.uk/qa/>
- UEL Quality Manual <http://www.uel.ac.uk/qa/>
- Regulations for the Academic Framework <http://www.uel.ac.uk/academicframework/>
- UEL Guide to Undergraduate Programmes
- UEL Cass School of Education and Communities webpage www.uel.ac.uk/education