

<b>Course Title</b>	BA (Hons) Additional Needs and Disabilities (Children and Young People)
<b>Awarding Body</b>	University of East Anglia
<b>Level of Award</b>	BA (Hons)
<b>Professional, Statutory and Regulatory Bodies Recognition</b>	n/a
<b>Credit Structure</b>	360 credits (120 and each of Level4, Level 5 and Level6)
<b>Mode of Attendance</b>	Full Time
<b>Standard Length of Course</b>	3 years
<b>Intended Award</b>	BA (Hons) Additional Needs and Disabilities (Children and Young People)
<b>Fall-back Awards</b>	Certificate of Higher Education 120 credits Level 4 Diploma of Higher Education 240 credits Level 5
<b>Entry Requirements</b>	<p>Entry requirements will be 48 UCAS points for those students under 21 years of age. Applicants over 21 years of age, who do not have relevant UCAS points, will be reviewed on a case-by-case basis but should demonstrate evidence of an appropriate qualification, experience in the field or a strong interest. Any applicants not deemed suitable due to lack of qualifications, for example, will be signposted to alternative progression routes or referred to the Advice Shop for support.</p> <p>Suitable applicants will be interviewed by the course leader or other team members.</p> <p>Applications from students whose first language is not English are welcome. For International students we require evidence of proficiency in English (including writing, speaking, listening, and reading), the required minimum is: IELTS Academic (SELT) 6.0 overall (minimum 5.5 in all components). Please contact the Advice shop for advice and guidance. International candidates are also actively encouraged to access the International Students webpage</p>
<b>Delivering Institution(s)</b>	City College Norwich
<b>CCN Course Code</b>	F0089
<b>UCAS Code</b>	X360

## Course Structure

<b>Level 4 Modules</b>	
<p><b>Diagnosis and Development</b></p> <p>This module provides the students with the opportunity to develop knowledge and understanding of human development. Learners will be enabled to explore elements such as diagnosis, factors affecting development and the importance of early intervention. <i>Designated Semester 1 module. Links to L4 Understanding Behaviour, L5 Transitions and Promoting Independence, Health, Identity and Wellbeing.</i></p>	20
<p><b>Attitudes and Values</b></p> <p>The module explores how attitudes and values around additional needs and disabilities are different, similar or have evolved across history, culture, and society. Students will use historical, cultural, and societal perspectives to interpret children's and young peoples' experiences to further their understanding and knowledge of supporting a range of additional needs and disabilities. A significant component of the module is the investigation of stereotypes and stigma. <i>Links to L6 Current Issues and Events.</i></p>	20
<p><b>Focused Care &amp; Education</b></p> <p>This module focuses on the concept of person focused care and education for children and young people ages 0-25 and will allow an exploration of theory and practice. The main aim is to increase empathy, insight and understanding of children and young people with additional needs and the impact of disabilities and mental health. Students will explore the concept of inclusion and how people with a wide range of needs can be supported and enabled to achieve. <i>Links to L5 Transitions and Promoting Independence, Health, Identity and Wellbeing.</i></p>	20
<p><b>Understanding Behaviour</b></p> <p>The module gives a focus on behaviour that concerns and strategies for recognising, understanding, and managing this. An introduction to current law, legislation and issues surrounding inclusive practice will be explored. Behaviour will be discussed as a contemporary issue. Ethical practice will be considered. There will also be a focus on causation and impact of additional needs on the child/young person and their family. <i>Links to L5 Transitions and Promoting Independence.</i></p>	20
<p><b>The Autistic Spectrum</b></p> <p>This module aims to give students a clear understanding of autism, why it is considered a spectrum and how it affects individuals, families, and society. It considers different approaches to understanding autism, key features of explanations of autism, diagnosis, intervention, communication, education, and an understanding of autism in a global context. <i>Links to L5 Transitions and Promoting Independence, Understanding Behaviour, Safeguarding and Multi Agency Working, Health, Identity and Wellbeing, L6 Creativity in Practice.</i></p>	20
<p><b>Higher Learning Skills</b></p> <p>This module enables students to identify and develop HE study skills to undertake successful study at HE level and to identify and develop transferable skills relevant to academic study and the workplace. Students will reflect on their academic development to support progress and success. <i>Links to L5 Research Skills and across all modules.</i></p>	20

<b>Level 5</b>	
<p><b>Transitions and Promoting Independence</b></p> <p>This module aims to give students a clear understanding of the importance of good transitions for children/young people with additional needs. There will also be a focus on the need to promote independence and consider inter-dependence. Key transition periods will be considered such as educational transitions and other life transitions such as care leaving, children as migrants/refugees, moving from children's services to adult services and others. Students will also explore the purpose of education, considering the debate between academia and the teaching of practical skills. <i>Links to L4 Diagnosis and Development, L4 Focused Care and Education and L4 Understanding Behaviour</i></p>	20
<p><b>Research Skills</b></p> <p>This module enables the students to evaluate research methods and methodology appropriate to researching within the context of children and young people with additional needs and disabilities. Students will analyse the ethical issues which arise in practitioner research. This module prepares students for the dissertation at Level 6 explore the value of ongoing research-based practice. <i>Links to L4 Higher Learning Skills and L6 Dissertation.</i></p>	20
<p><b>Safeguarding and Multi Agency Working</b></p> <p>This module will examine the role of the practitioner in relation to other professional roles and responsibilities. The complexities inherent in the notions of safeguarding children, young people, and vulnerable adults will be explored including contextual safeguarding. Students will explore the challenges presented, including the interaction between current social mores, as expressed in existing policy frameworks, and individual's own ethical, moral, and cultural orientations. <i>Links to L6 Legal Framework, Inclusion and Rights.</i></p>	20
<p><b>Health, Identity, and Wellbeing</b></p> <p>This module enables students to develop an awareness of differing perspectives, models and inclusive approaches to health, identity, and wellbeing to enrich the experiences, and future outcomes of children and young people with additional needs. Children and young people with additional needs and disabilities will be considered in terms of their individual value, worth and contribution to society. There will be a focus on promoting identity to support emotional and social development. <i>Links to L4 Diagnosis and Development, L5 Transitions and Promoting Independence, L6 Creativity in Practice.</i></p>	20
<p><b>Assistive Technology</b></p> <p>This module enables students to explore the impact of assistive technology and a range of communication methods in supporting the lives of children and young people living with additional needs and disabilities. It will explore technology for education and life and consider cutting edge developments in assistive technology. <i>Links to L5 Transitions and Promoting Independence, L6 Creativity in Practice.</i></p>	20

### Professional Development

This module enables the students to explore various aspects of professional working within the field of supporting additional needs. There will be consideration of the structure of the sector, professional issues, and developments within the sector. They will explore their own transferable employability skills and consider career development. *Designated Semester 3 module. Links to Level 6 Effective Leadership and Management.*

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<b>Level 6</b>	
<p><b>Legal Framework, Inclusion and Rights</b></p> <p>This module offers students the opportunity to develop a deeper understanding of issues related to legislation, policy, provision, and rights when working within the field of supporting additional needs. Students will have the opportunity to explore the underpinning ethos of inclusiveness and how policy is translated into practice. Links to L4 Focused Care and Education, L5 Safeguarding and Multi Agency Working.</p>	<b>20</b>
<p><b>Current Issues and Events</b></p> <p>This module provides the opportunity to study the current issues and events which are new and relevant to professionals working with children and young people living with additional needs and disabilities. These may be local, national, or global and will be examined from philosophical, socio-political, health and comparative viewpoints as appropriate. Students will consider ideas such as context, representation, fake news, social media, and challenging perspectives. <i>Links to L4 Attitudes and Values.</i></p>	<b>20</b>
<p><b>Effective Leadership and Management</b></p> <p>This module is concerned with enhancing the learners' ability to understand and evaluate processes and techniques for leading, managing and working with different people and teams in work settings. This unit aims to develop a high level of personal communication skills. Students will discuss leadership styles, and their appropriateness and effectiveness for supporting staff and promoting a positive work environment. There will be a focus on criticality, problem solving, risk management, decision making and visionary thinking. <i>Links to L5 Professional Development.</i></p>	<b>20</b>
<p><b>Creativity in Practice</b></p> <p>This module provides an exploration and evaluation of the place that creative, visionary practice has in supporting children and young people with additional needs and disabilities in education, wellbeing and living. There will be a focus on promoting and enabling ambition for the child/young person through innovative, open minded thinking. The module will explore creative and alternative therapies and approaches. Students will examine the value of these and consider complexities and challenges. <i>Links to L5 Health, Identity and Wellbeing.</i></p>	<b>20</b>
<p><b>Dissertation</b></p> <p>The dissertation represents the culmination of a degree course and the achievement of honours status within it. Its aim is to provide the opportunity to demonstrate analytical ability and problem-solve within a systematically researched project that may be in the form of a practical or theoretic exercise. Students will complete their own independent research project around a chosen theme in consideration of children and young people with additional needs and disabilities. <i>Links to L5 Research Skills.</i></p>	<b>40</b>