City College Norwich Higher Education: Programme Summary Specification	
This Summary Programme Specification sets out the essential features and characteristics of the BA (Hons) Additional Needs and Disabilities (Children and Young People) course.	
Course Title	BA (Hons) Additional Needs and Disabilities (Children and Young People)
Awarding Body	University of East Anglia
Level of Award	Level 6, Undergraduate
Professional, Statutory and Regulatory Bodies Recognition	None
Credit Structure	120 credits at Level 4, Level 5 and Level 6: 360 credits in total
Mode of Attendance	Full-Time
Standard Length of Course	3 Years
Intended Award	BA (Hons): Bachelor of Arts
Fall-back Awards	Certificate of Higher Education: 120 Credits Diploma of Higher Education: 240 Credits
Entry Requirements	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. Suitable applicants will be interviewed by the course leader or other team members. 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

Delivering Institution(s)	City College Norwich
UCAS Code	X360

Course Summary

The BA (Hons) Additional Needs and Disabilities (Children and Young People) degree has been developed to designed to upskill current practitioners and provide those considering a career in the sector with an in-depth knowledge and understanding of additional needs and disabilities. The philosophy is that there is no such thing as normal, it is normal to be different, and this thread of thinking runs throughout the course. In a world where there is still a long way to go to ensure equal opportunities and inclusion in society of all, the course aims to help develop practitioners' knowledge, understanding and empathy in this complex line of work.

Course Aims

Aim 1 - Lecturers and students working together as co-learners (Whitton and Langan, 2018, p7) with the common goal of high-quality provision and reflective practice for children and young people (aged 0-25 years) living with additional needs and disabilities.

Aim 2 – Throughout the programme students will be enabled to develop excellent transferable employability skills relevant to practice supporting additional needs and disabilities for children and young people.

Aim 3 – The programme ethos is that students graduate with the ambition of doing 'everything they should and everything they can to improve outcomes…for children and young people' living with additional needs and disabilities (SEND Code of Practice 2015, p5).

Aim 4 – The programme will enable the development of knowledge, understanding and critical thought around practice.

Aim 5 - Students will be encouraged to develop empathy, professional curiosity, and creativity in their approaches to working with children and young people living with additional needs and disabilities.

Aim 6 – Lecturers and students will recognise the importance of, and work to promote, the independent voice and identity of children or young people living with additional needs and disabilities.

Course Learning Outcomes

Learning outcomes will be communicated to students and external examiners through the course handbook, the module specifications and assignment briefs.

A selection of learning outcomes associated with this degree programme:
- Compare and contrast theories of development in childhood and early adulthood
- Explain historical, cultural, and societal perspectives of additional needs and disabilities

- Explore the causation and impact of additional needs on the child/young person, their family, and the professionals working with them
- Discuss theories of behaviour and how these apply in practice, paying attention to the complexities of additional needs
- Outline what is meant by the autistic spectrum, and the key psychological, neurological, and genetic explanations of this
- Evaluate own academic skills, identifying areas for further development and describing appropriate actions
- Just the concept of promoting independence, with consideration of activities that can be used to accomplish this, and the role of the practitioner
- Analyse the changing concepts of safeguarding, considering how legislation and guidance has developed into the current system, and how social and economic factors have influenced this
- Evaluate current government policies around good health and well-being for children and young people living with additional needs, considering ethical challenges
- Critically analyse the role of assistive technology in supporting children and young people living with additional needs and disabilities
- Evaluate personal career preparation and future proofing by evaluating own professional skills, experience, and knowledge.
- Critically evaluate the impact of current policy, law and legislation on practice and provision from different perspectives
- Investigate and critically analyse a contemporary issue concerned with additional needs and disabilities focusing on children/young people (0-25)
- Evaluate the effectiveness of team roles and team working
- Defend the role of the creative approach, evaluating contributing factors and challenges
- Plan and execute a piece of applied research, or enquiry based upon secondary sources of information, relevant to children and young people with additional needs, ensuring ethical issues have been adduced

Course Design

There are currently no specific Quality Assurance Agency (QAA) subject benchmarks statements for degrees which focus on additional or educational needs, therefore ideas have been drawn from the subject benchmark statements for Early Childhood, Education, Health Studies and Social Work courses, these being deemed a broad overview of how the course might be perceived. The QAA UK Quality Code for Higher Education (2018) has also been referred to.

Early Childhood Studies https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-early-childhood-studies.pdf?sfvrsn=7e35c881_14
Education https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-education-studies.pdf?sfvrsn=3ae2cb81_5
Health Studies https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-health-studies.pdf?sfvrsn=7a35c881_4
Social Work https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-social-work.pdf?sfvrsn=5c35c881_6

Course Structure

This course comprises modules at levels 4, 5 and 6.

Module Specifications for each of these modules will be made available to students on-line at the beginning of each academic year.

Modules

<table>
<tr><th colspan="3">Year 1 – Level 4 Modules</th></tr>
<tr><th>Module Title</th><th>Credit Value</th><th>Module Summary (including associated assessments)</th></tr>
<tr>
<td>Diagnosis and Development</td>
<td>20</td>
<td>This module provides students with the opportunity to develop knowledge and understanding of human development and diagnostic tools used to identify additional needs and disabilities.

Learners will be enabled to explore a deeper understanding of human development considering elements such as factors affecting development, equality, diversity, and inclusive practice.

The module aims to introduce students to a range of specific additional needs and disabilities including explanations, diagnosis, and interventions.

Assessment:
- Report</td>
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<tr>
<td>Attitudes and Values</td>
<td>20</td>
<td>This module explores the concept of additional needs and disabilities and how this has evolved or is different historically, culturally and in society. Students will consider these perspectives in terms of the impact on childhood and young people (0-25).

Historical discourses of additional needs and disabilities will be reviewed, considering how these relate to childhood and for young people. Students will be challenged with historical language used to describe people with disabilities and historical discourses. Students will be introduced to key figures who have contributed to how additional needs and disabilities are supported.

An exploration of cultural perspectives will show how additional needs are viewed globally. There will be consideration of religious acceptance and the perception of causes of specific disabilities. Students will consider some of the social constructs of childhood alongside perspectives of additional needs and disabilities. Students will use these to</td>
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| | | interpret the lived experiences of children and young people (0-25).

There will be an exploration of stereotypes and stigma around additional needs and disabilities through history, across cultures and society. In addition, students will be expected to examine and challenge, where appropriate, their own pre-conceived ideas, attitudes, and values.

Students will have the opportunity to use evidence which considers views of additional needs and disabilities from the past to the present, across culture and society, and examine competing views of additional needs and disabilities and how these influence the lived experience of a child or young person (0-25).

Assessment:
- Oral Presentation |
|---|---|---|
| Focused Care and Education | 20 | This module focuses on the concept of person focused care 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.

The module provides the students with the opportunity to focus on the diverse needs and care of people with additional needs including within an educational setting.

There will be an introduction to the concept of inclusion and how people with a wide range of needs can be supported

The nature and effectiveness of current law, legislation and issues surrounding inclusive practice will be explored. Ethical practice will be considered. The students will be expected to reflect on case studies and learn the theories behind strategies.

Assessment:
- Exhibition surrounding an additional need
- Essay/Report |
| Understanding Behaviour | 20 | This module will center on exploring and understanding behaviour of concern. There will be an introduction to theories around behaviour and managing behaviour, looking into the psychology behind this and the impact on children and young people.

Students will be asked to consider that in some contexts a child or young person may use strategies or behaviors not to challenge, or be challenging, but to cope. The module will explore and consider contributing factors such as social frustration, distress, insensitivity of practitioner response, the need for control, lack of knowledge of community norms, environment, physical aspects, or other elements. |

Module Title	Credit Value	Module Summary (including associated assessments)
		The module will enable discussion of strategies that can be used when managing behaviour of concern. There will be consideration of behaviour interventions and the role of the practitioner in these. There will also be a focus on preventative measures and de-escalation. Links will be made with theories, research, and current educational policy. Assessment: • Essay • Poster
The Autistic Spectrum	20	Students will learn about autism and the autistic spectrum, a complex and challenging long-term condition for many individuals and their families worldwide, and an aspect of human diversity to others. This module introduces the autistic spectrum, how it is experienced by different individuals and families, and why it is a global concern. The module explains how ideas about autism have evolved and explores diagnosis, causes, intervention and life-span development. There will be consideration of diagnostic conflation of autism and co-occurring conditions. Widely varying perspectives on autism are illustrated and key societal and cross-cultural issues highlighted. Assessment: • Essay • Presentation
Higher Learning Skills	20	This module is designed to enable participants to identify and develop skills for successful higher education study and transferable employability skills. Delivery and assessment is designed to develop study skills through personal reflection and the identification of personal goals and communication skills. The skills are core to any undergraduate program. Assessment: • Journal • Group Presentation

Year 2 – Level 5 Modules		
Module Title	**Credit Value**	**Module Summary (including associated assessments)**
Transitions and Promoting Independence	20	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 how this can be achieved, alongside the value of or need for interdependence. Key educational transition periods will be considered, such as nursery to school, primary to secondary, secondary to college and living independently. Other transitions will be discussed

		such as transitions for migrants or refugees, arrival in the country, new schools. Also, care will be considered including moving between homes, living independently, and moving from children's to adult services. Students will also explore the purpose of education and life learning, considering the debate between academia and the teaching of practical skills. There will be a focus on how to plan and deliver activities with a consideration of learning theories and how these can be employed for children with additional needs. Assessment: • Activity • Essay
Research Skills	20	This module provides students with an opportunity to explore a variety of research methods and overarching methodologies to prepare them for a dissertation at Level 6. It also encourages students to reflect on the impact of evidence-based practice on professional development. The module will support students to formulate a research question relating to practice and informed by an analysis of existing literature. On successful completion of the module, students will be able to identify appropriate research tools for a specific small-scale research project, situate their research within an appropriate methodological framework and explain why they are presenting it in this way. In writing their report students should be able to identify the context, ethics, and purpose of research clearly and cohesively. Assessment: • Research Report
Safeguarding and Multi Agency Working	20	Students will consider the development of the concepts of safeguarding children and adults relating this to different forms of harm. Consideration will be given to the vulnerabilities that come with having additional needs. The role of a professional worker will be analysed demonstrating the importance of multi-agency working for all children/adults as well as those within the safeguarding system. The student's personal attitudes and values will be acknowledged along with methods to remain professional in all situations. There will be recognition of the importance of contextual safeguarding and the influences of a whole range of environments and people outside of the family, and the risk which may be encountered particularly by young people. Assessment: • Open book examination • Professional Discussion

Health, Identity and Wellbeing	20	Good health, a positive identity and strong wellbeing are paramount to the success of an individual. A child or young person (0-25) living with additional needs or disabilities already has barriers in place before even starting primary school which means it is even more difficult for them to attain flourishing health and wellbeing. This module will look at all the different external and internal factors which will need to be managed and overcome for a child or young person living with additional needs and wellbeing to recognize their full potential. As well as examining best practices and current innovative research into bringing wellbeing, resilience, and self-acceptance into daily life. Students will get an overall view of all the difficulties faced by children, young people and their parents or carers, as well as practical ideas to help overcome these many challenges. Assessment: • Essay • Poster Presentation
Assistive Technology	20	This module provides students with the opportunity to explore a range of assistive technologies which support individuals living with additional needs and disabilities to participate and thrive. This includes technologies which supports SpLD, ASD, VI, HI, MSI, SLCN, PD and Complex Learning Needs. This module promotes critical thinking and allows students to explore communication and independence in relation to assistive technology. This module allows students to demonstrate an understanding of assistive technology, researching the role of assistive technology and the use of it within education and exploring its challenges and barriers. Students will be encouraged to engage with research in a critical manner and refer to current policies which link with assistive technology. Assessment: • Presentation • Essay
Professional Development	20	This module provides the opportunity to undertake purposeful career investigation and encourages future career skills development. Indicative will also explore workplace professionalism and the changing demands of a sector. The methods of delivery and assessment reflect the underlying philosophy of personal reflection, development of confidence, and the understanding of employability. This module provides an opportunity to enhance employability skills and reflect upon work experience, personal and professional development in a relevant context.

| | | The module aims to enable reflection on work roles, skills, and practice; to appraise own performance (knowledge and skills) and identify areas where skills may be developed.

Assessment:
- Digital Portfolio |

Year 3 – Level 6 Modules		
Module Title	**Credit Value**	**Module Summary (including associated assessments)**
Legal Framework, Inclusion and Rights	20	This module offers students the opportunity to develop a deeper understanding of issues related to policy, provision, and practice within the field of additional needs and disabilities. There will be a critical review of rights, law, statutory guidance, and public policy. Students will consider this in terms of the impact on practice and provision for a child, young person, family, setting and local authority).

Students will have the opportunity to explore the underpinning ethos of inclusiveness and how policy is translated into practice and build on learning from the Level 4 module Focused Care and Education.
Students will critically debate the concept of inclusion in today's society to gain an understanding of what true inclusion means and of the challenges faced by settings and individuals and their families.

Assessment:
- Closed book exam
- Professional discussion |
| Current Issues and Events | 20 | This module provides the opportunity to study current issues and events which are relevant to professionals working with children and young people living with additional needs/disabilities in the time of completing the module. These issues can be examined from philosophical, socioeconomic, sociopolitical, cultural, health and comparative viewpoints as appropriate, and will be referenced to current research and government documents.

Students will investigate a range of contemporary issues and engage in a debate and discussion.

The module aim is to develop practitioners who understand the importance of being aware of current issues and events and will be lifelong reflective, researchers capable of sharing information from a critical stance.

Assessment:
- Seminar
- Seminar paper |

Effective Leadership and Management	20	This module is concerned with enhancing the learners' ability to understand and evaluate processes and techniques for leading and managing people in work settings. Effective individuals and teams are essential to the planning, organising, evaluating, and monitoring of work with children, young people, outside agencies and their families. This unit aims to develop a high level of personal communication skills as a basis for good leadership and explore visionary approaches to leadership and management. Students will be able to discuss leadership styles, and their appropriateness and effectiveness in specialist and mainstream settings. There will be an underlying theme of self-analysis and positive self-criticism within the work-based context. Assessment: • Essay
Creative Practice	20	This module provides an exploration and evaluation of the place that creativity has in within the context of additional needs and disabilities. It promotes an exploration of students' own values, attitudes, and beliefs in the provision of creative opportunities and alternative perspectives in supporting and developing children and young people living with additional needs and disabilities. The module promotes creative and critical thinking and explores creativity as a vehicle for inclusive practice, communication, wellbeing, development, and education. The module offers students a chance to demonstrate an understanding of the issues and challenges in promoting creativity, research the development of creativity through the changing curricula and to explore the differing attitudes and approaches to creativity. Students will be encouraged to engage in critical analysis of research and current development and application of theoretical understanding to practice The module allows students to demonstrate their own creativity and innovation through the development of a practical, interactive workshop. The workshop will explore practical ideas and concepts around the idea of creativity in practice. This allows students to take the position of teacher or expert. Assessment: • Workshop • Workbook
Dissertation	40	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

| | | The dissertation allows participants to research, on an individual basis, some agreed aspect that impacts on the area of additional needs and disabilities, with a focus on children or young people, or to explore some in-depth theoretical aspects through an extended literature review.

The dissertation will provide the opportunity to reflect on work previously undertaken on the modules of the degree, whether this is in the form of classroom or individual learning.

The module is designed to assess the student's ability to synthesise knowledge from a range of modules, critically evaluate evidence, use that evidence discuss ideas and theories and draw findings together into a well-considered conclusion.

Assessment:
  • Dissertation |

Awards

On successful completion of the course, students will be awarded a **UEA BA (Hons) Additional Needs and Disabilities (Children and Young People).**

Course Delivery

The full BA programme will run over 3 years with students attending two days per week. Each 20-credit module will contain 48 hours of lectures/tutorials with students expected to undertake around 152 hours of private study. Students also receive 3 hours of personal tutoring per year. Students will complete 120 credits per academic year and therefore the programme will be full time.

The course is mainly delivered at School of Higher Education, City College Norwich, Norfolk House, Exchange Street, Norwich.

Course Assessment

The learning and teaching methods include lectures, workshops and seminars, group and individual tutorials, real-time practical activities, case-studies, working in groups, independent study and research, and technology-enhanced and blended learning.

Course Team

The academic staff delivering this course are drawn from a team that includes teaching specialists and current practitioners. All staff are qualified in their subjects with their own specialist knowledge to contribute.

Course Costs

The tuition fees that new students pay will be fixed for the duration of the course and will not be subject to any further increases.

Payment of tuition fees is due at the time of enrolment and is managed in accordance with the Course Fees & Eligibility Statement and Rules and Regulations.

Students are likely to incur other costs for books, printing, and other learning materials they may choose to buy, and the cost incurred for printing two copies of their final year dissertation. This should amount to a total of not more than £300 per year.