

**Programme Specification**

**Title of Course:**

**Foundation Degree in Special Educational Needs and Inclusive Practice**

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| **Date first produced** | September 2013 |
| **Date last revised** | March 2020 |
| **Date of implementation of current version** | September 2021 |
| **Version number** | 4 |
| **Faculty** | Health, Science, Social Care and Education |
| **School** | Education |
| **Department** | Department of Learning and Practice in Education |
| **Delivery Institution** | Kingston University |

This Programme Specification is designed for prospective students, current students, academic staff and employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes and content of each modules can be found in the course VLE site and in individual Module Descriptors.

**SECTION 1: GENERAL INFORMATION**

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| **Award(s) and Title(s):** | 1.Foundation Degree in Special Educational Needs and Inclusive Practice |
| **Intermediate Awards:** | Certificate in Higher Education |
| **FHEQ Level for the Final Award:** | Foundation Degree Level 5 |
| **Awarding Institution:** | Kingston University, School of Education, Midwifery and Social Work |
| **Teaching Institution:** | Kingston University |
| **Location:** | Kinston Hill Campus |
| **Language of Delivery:** | English |
| **Modes of Delivery:** | Full time with part time attendance |
| **Available as:** | Full field |
| **Minimum period of registration:** | Two years |
| **Maximum period of registration:** | Four years |
| **Entry Requirements:** | The minimum entry qualifications for the programme are:  BTEC: Level 3 National Diploma in related subject and/or equivalent  CACHE:Level 3 Diploma in related subject and/or equivalent  NVQ Level 3 in related subject and/or equivalent  Plus: Employment (paid or voluntary) in an educational setting working with children, who have additional needs, for a minimum of 16 hours per week for the duration of the course.  It is normally expected that applicants should have at least two years of practice experience in a setting supporting a child/children with SEN or additional needs prior to undertaking the Foundation Degree. However, Kingston University is committed to widening participation and encourages potential applicants who may not have ‘typical’ qualifications and/or experience to contact the School of Education for advice.  It is usual for every applicant to undergo an interview at the university, where qualifications and experience are carefully considered  A minimum IELTS score of 6.5, TOEFL scores of 79 to 93 or equivalent is required for those for whom English is not their first language.  Students who have two years or more experience in the field of Special Educational Needs and Inclusive Practice and possess a minimum of 3 A Levels with a successful interview outcome can apply for Recognition of Prior Learning.  Students are required to evidence a current Disclosure and Barring Services Clearance |
| **Programme Accredited by:** |  |
| **QAA Subject Benchmark Statements:** | QAA Foundation Degree Characteristics Statement |
| **Approved Variants:** | Students accessing the programme are employed as practitioners working with children/young people and their families. All modules must be passed without compensation in order to achieve the Foundation Degree. |
| **UCAS Code:** | X360 Foundation Degree in Special Educational Needs and Inclusive Practice |

**SECTION 2: THE COURSE**

1. **Programme Introduction**

There is an ever-growing responsibility for educational settings to meet the individual needs of children with more complex and diverse educational requirements. The impact of national and local legislation has resulted in the requirement of a designated Special Educational Needs Coordinator (SENCO) in every educational setting and school delivering the statutory curriculum. This includes practitioners working in the maintained, private, voluntary and independent sectors of education in a range of roles including, Managers, Key Workers, Teaching Assistants, Learning Support Assistants and Teachers.

In response to the inclusion of children with additional needs into schools, early years settings and other educational establishments, many providers have created attached provision for children with specific difficulties for example, Speech and Language and/or Autistic Spectrum Condition(ASC). Normally when children present with additional needs it is the responsibility of the professionals working with them to ensure that these needs are addressed. This Foundation Degree will provide the opportunity for practitioners to develop their knowledge and skills in the field of special educational needs and inclusive practice whilst maintaining their current roles in settings. It will enable them to ‘learn as they earn’.

The Foundation Degree in Special Educational Needs and Inclusive Practice has been developed in collaboration between Kingston University and Partner College Tutors with expertise in the field. Tutors delivering the programme are actively involved in research within the special educational needs and inclusive practice field enabling the dissemination of ‘cutting edge’ theory and practice to students studying on the programme. In addition employers have been engaged in the programme development to ensure that the content is ‘fit for purpose’ and relevant to the needs of the workforce. Their active involvement and specialist contributions are a clear indicator of the value that employers place on the programme. Recent research has shown that students completing this degree have made significant developments in their educational settings that have been positively endorsed by their employers and by students themselves.

“*The BA Top-Up provided the full BA degree qualification that I required to enter QTS training.  It elevated me from 'support staff' to recognition towards professional status and has definitely raised my confidence in my career and acted as an immensely effective springboard to my personal and professional development.” (Student 2020)*

This Foundation Degree provides students with an exciting opportunity to build upon their working experience and to make links between theory and practice. Students who have previously studied this degree have reported significant learning in terms of knowledge gained but have also expressed an increase in personal confidence and the development of transferrable skills that they have been able to utilise in both personal and professional development. Students that have successfully completed the Foundation Degree have reported that they have had opportunities for career enhancement. Some have taken on posts of responsibility within their settings and others have made the choices to continue their studies in order to gain a full honours degree and subsequently Qualified Teacher Status (QTS) subject to the entry requirements of the Teacher Agency (TA). Ultimately the Foundation Degree in Special Educational Needs and Inclusive Practice offers dynamic and exciting learning opportunities for practitioners working within this field to enhance their personal and professional practice.

1. **Aims of the Course**

The main aims of the field are to:

* provide appropriate knowledge and critical understanding of the well-established principles in special and inclusive education and the way in which those principles have developed;
* deliver the professional, practical skills and competencies which are required to work with children who have additional needs;
* ensure that students can demonstrate, within their practice, that they have adopted appropriate values and principles of working with children who have additional needs;
* develop students’ self-awareness and reflection including the ability to evaluate their effect on other people in the environment in which they work;
* develop students’ ability to understand and apply the principles of evidence-based practice and develop an understanding of the limits of their knowledge, and how these influence analysis and interpretations in the field of special needs and inclusive education within their work context;
* provide an appropriate understanding of the regulatory and legislative frameworks for special educational needs and inclusive practice and to prepare students to work within these frameworks;
* provide a suitable basis in terms of transferable skills necessary for employment and possible progression to BA(Hons.) Degree, Early Years Teacher status (EYT) and/or Qualified Teacher Status (QTS) (subject to entry requirements).

1. **Intended Learning Outcomes**

The course outcomes are referenced to the relevant QAA subject benchmarks indicated and the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014) and relate to the typical student. The course provides opportunities for students to develop and demonstrate knowledge and understanding specific to the subject, key skills and graduate attributes in the following areas:

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| **Programme Learning Outcomes** | | | | | | | | |
|  | **Knowledge and Understanding**  **On completion of the course students will have knowledge and understanding of:** | |  | **Intellectual skills – able to:**  **On completion of the course students will be able to:** | |  | **Subject Practical skills**  **On completion of the course students will be able to:** | |
| A1 | special and inclusive education values and belief systems; | | B1 | critically analyse the principles of special and inclusive education; | | C1 | demonstrate the skills required to work within the field of special and inclusive education; | |
| A2 | regulatory and legislative frameworks governing pedagogy and practice in special educational needs and inclusive practice; | | B2 | understand principal methods of academic and professional inquiry. | | C2 | plan, deliver, assess, monitor and record specific developments and learning activities; | |
| A3 | differences and diversity that challenge stereotypes, counter discrimination and promote respect for a range of lifestyles and cultures; | | B3 | communicate information, argument and analysis. | | C3 | differentiate to accommodate individual needs; | |
| A4 | theories of pedagogy, learning, development, curriculum, and assessment for children; | | B4 | be independent, autonomous learners. | | C4 | develop collaborative and cooperative working roles commensurate with multi-professional and multi-agency practice; | |
| A5 | interprofessional relationships and group working; | |  |  | | C5 | demonstrate suitable strategies for effective organisation and time management. | |
| A6 | how to access and review literature and research to underpin evidence-based practice; | |  |  | |  |  | |
| A7 | how to engage in self-evaluation, reflection analysis and synthesis. | |  |  | |  |  | |
| **Key Skills** | | | | | | | | |
|  | **Self Awareness Skills** | |  | **Communication Skills** | |  | **Interpersonal Skills** | |
| AK1 | Take responsibility for own learning and plan for and record own personal development | | BK1 | Express ideas clearly and unambiguously in writing and the spoken work | | CK1 | Work well with others in a group or team | |
| AK2 | Recognise own academic strengths and weaknesses, reflect on performance and progress and respond to feedback | | BK2 | Present, challenge and defend ideas and results effectively orally and in writing | | CK2 | Work flexibly and respond to change | |
| AK3 | Organise self effectively, agreeing and setting realistic targets, accessing support where appropriate and managing time to achieve targets | | BK3 | Actively listen and respond appropriately to ideas of others | | CK3 | Discuss and debate with others and make concession to reach agreement | |
| AK4 | Work effectively with limited supervision in unfamiliar contexts | |  |  | | CK4 | Give, accept and respond to constructive feedback | |
|  |  | |  |  | | CK5 | Show sensitivity and respect for diverse values and beliefs | |
|  | **Research and information Literacy Skills** | |  | **Numeracy Skills** | |  | **Management & Leadership Skills** | |
| DK1 | Search for and select relevant sources of information | | EK1 | Collect data from primary and secondary sources and use appropriate methods to manipulate and analyse this data | | FK1 | Determine the scope of a task (or project) | |
| DK2 | Critically evaluate information and use it appropriately | | EK2 | Present and record data in appropriate formats | | FK2 | Identify resources needed to undertake the task (or project) and to schedule and manage the resources | |
| DK3 | Apply the ethical and legal requirements in both the access and use of information | | EK3 | Interpret and evaluate data to inform and justify arguments | | FK3 | Evidence ability to successfully complete and evaluate a task (or project), revising the plan where necessary | |
| DK4 | Accurately cite and reference information sources | | EK4 | Be aware of issues of selection, accuracy and uncertainty in the collection and analysis of data | | FK4 | Motivate and direct others to enable an effective contribution from all participants | |
| DK5 | Use software and IT technology as appropriate | |  |  | |  |  | |
|  | **Creativity and Problem Solving Skills** | |  |  | |  |  | |
| GK1 | Apply scientific and other knowledge to analyse and evaluate information and data and to find solutions to problems | |  |  | |  |  | |
| GK2 | Work with complex ideas and justify judgements made through effective use of evidence | |  |  | |  |  | |
| **Teaching/learning methods and strategies** | | | | | | | | |
| The range of learning and teaching strategies includes: | | * Field work * Formal lectures * Workshops | | | * Case studies * Blended learning * Seminars | | | * Distance learning tasks * Independent learning * Group and individual tutorials |
| **Assessment strategies** | | | | | | | | |
| The assessment strategies employed in the Fields include the following:   * Essays | | * Research project * Oral presentations * Poster presentations | | | * Reports * Peer assessments * Work place observations | | | * Activity Planning * Case studies * Reflective logs and testimonials validated by employers |

In addition to the programme learning outcomes identified overleaf, the programme of study defined in this programme specification will allow students to develop a range of Key Skills as follows:

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| **Key Skills** | | | | | | |
| **Self-Awareness Skills** | **Communication Skills** | **Interpersonal Skills** | **Research and information Literacy Skills** | **Numeracy Skills** | **Management & Leadership Skills** | **Creativity and Problem Solving Skills** |
| Take responsibility for own learning and plan for and record own personal development | Express ideas clearly and unambiguously in writing and the spoken work | Work well with others in a group or team | Search for and select relevant sources of information | Collect data from primary and secondary sources and use appropriate methods to manipulate and analyse this data | Determine the scope of a task (or project) | Apply scientific and other knowledge to analyse and evaluate information and data and to find solutions to problems |
| Recognise own academic strengths and weaknesses, reflect on performance and progress and respond to feedback | Present, challenge and defend ideas and results effectively orally and in writing | Work flexibly and respond to change | Critically evaluate information and use it appropriately | Present and record data in appropriate formats | Identify resources needed to undertake the task (or project) and to schedule and manage the resources | Work with complex ideas and justify judgements made through effective use of evidence |
| Organise self effectively, agreeing and setting realistic targets, accessing support where appropriate and managing time to achieve targets | Actively listen and respond appropriately to ideas of others | Discuss and debate with others and make concession to reach agreement | Apply the ethical and legal requirements in both the access and use of information | Interpret and evaluate data to inform and justify arguments | Evidence ability to successfully complete and evaluate a task (or project), revising the plan where necessary |  |
| Work effectively with limited supervision in unfamiliar contexts |  | Give, accept and respond to constructive feedback | Accurately cite and reference information sources | Be aware of issues of selection, accuracy and uncertainty in the collection and analysis of data | Motivate and direct others to enable an effective contribution from all participants |  |
|  |  | Show sensitivity and respect for diverse values and beliefs | Use software and IT technology as appropriate |  |  |  |

1. **Outline Programme Structure**

Full details of each module will be provided in module descriptors and student module guides.

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| **Level 4** (all core) | | | | | | | |
| **Compulsory modules** | **Module code** | **Credit**  **Value** | **Level** | **%**  **Written exam** | **% practical exam** | **%**  **course-work** | **Teaching Block** |
| Professional Development through Reflective Practice in Special Educational Needs | QF4110 | 30 | 4 |  |  | 100 | 1 |
| Learning, Teaching and Development in the field of Special and Inclusive Education | QF4120 | 30 | 4 |  |  | 100 | 1 |
| Inclusive Practice | QF4130 | 30 | 4 |  |  | 100 | 2 |
| Child Protection and Ethical Practices of Working with Children | QF4020 | 30 | 4 | 0 |  | 100 | 2 |

Progression to level 5 requires all core modules to be passed.

Students exiting the programme at this point who have successfully completed 120 credits are eligible for the award of Certificate of Higher Education.

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| **Level 5** (at least 60 credits = core) | | | | | | | | |
| **Compulsory modules** | **Module code** | **Credit**  **Value** | **Level** | **%**  **Written exam** | **% practical exam** | **%**  **course-work** | **Teaching Block** |  |
| Effective Communication Skills | QF5030 | 30 | 5 |  |  | 100 | 1 |  |
| International Systems to Support Learning | QF5110 | 30 | 5 |  |  | 100 | 1 |  |
| Leadership in the field of Special and Inclusive Education | QF5120 | 30 | 5 |  |  | 100 | 2 |  |
| Special Project | QF5050 | 30 | 5 |  |  | 100 | 2 |  |
| **Progression to level 6 requires all modules to be passed.** | | | | | | | | |

1. **Principles of Teaching, Learning and Assessment**

The teaching and learning strategies have been developed to take account of the Kingston University Curriculum Design Principles. The programme utilises a wide range of strategies that will enable all students to be actively engaged throughout the course. These strategies have also been carefully considered to ensure that students are able to meet the learning outcomes of the modules. The teaching and learning strategies include delivering each module sequentially enabling the dates for submission of assignments to be staged across the academic year. This is an important element of work-based programmes to enable the planning and collation of data to meet with the demands of employment in the education sector.

The range of teaching and learning strategies includes lectures, group work, seminar discussions, peer feedback workshops and practical tasks. Opportunities will be provided for students to gain experience in the use of technology enhanced learning both as a recipient and for enhancing their professional role. Experienced tutors will guide students in how to access e-learning professional discussion boards as well as enable students to practice using different technologies in order to enhance their personal and professional knowledge and skills. Practice using different technologies has been planned to take place in a supportive environment before the requirement of skills to be evidenced in any summative assessment.

A range of assessments have been designed to enable students to demonstrate the acquisition of key knowledge and skills. These include peer assessments, oral presentations, report writing, planning activities, observations and poster presentations. The assessments within each module have been designed to provide formative opportunities that allow students to make links between theory and practice and to receive ‘feed forward’ in preparation for the summative assessments.

An important element of the programme is the level of support that is embedded in the design to enable students to be successful. It is acknowledged that most of the students accessing this programme will be mature and experienced workers who may have taken a break from studies or who may not have been in education for some time. The programme has been developed to ensure that students are very well supported. This not only includes opportunities to practise key skills and receive formative feedback prior to summative assessments but also the individual support that will be provided by an allocated Personal Tutor. This role will ensure that students’ progress is monitored closely and individualised tutorial support is available to address any specific issues as they arise.

The development of academic skills is also a focus of the first module at level 4 but is also threaded throughout the programme and assessed through formative and summative tasks. Formative assessments in the first module and at intervals throughout the course will be utilised by the Personal Tutor to monitor progress in the development of skills but also to identify where students may need additional help which may come via other tailored support. Students are also given the opportunity to take part in group as well as individual tutorials in order to develop personal and key skills.

At the end of Level 5 students will undertake a project that will utilise knowledge and skills accumulated throughout the programme. Students will select an area of interest for an in-depth special project requiring data collection and analysis of working with young children within their employment setting. The topic of the project will be agreed by the the university Course Leader. The special project enables students to develop research skills within a work setting and provides them with the foundations for further study if they wish to pursue it.

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1. **Support for Students and their Learning**

Students are supported by:

* A Course Leader at Kingston University who will be responsible for ensuring that programme reviews incorporate up to date field developments and that quality assurance policies and procedures are adhered to.
* A designated programme administrator based in the School of Education to ensure effective communication between students and university staff, and who will prepare documentation for university assessment boards.
* A Module Leader for each module, who will be responsible for ensuring the content, delivery and assessment strategies are effective.
* A Personal Tutor in the university, who will support individual student progress.
* Technical support to advise students on IT and the use of software based at Kingston University
* Technical support accessed through Kingston University
* CANVAS – the Kingston University on-line interactive intranet
* A named Senior Adviser for Library Resources
* Programme specific Library Resources at Kingston University
* Interactive Canvas at Kingston University
* A substantial Study Skills Centre that provides academic skills support at Kingston University
* Student support facilities through Kingston University that provide advice on issues such as finance, regulations, legal matters and international student support
* Dyslexia and Disability student support at Kingston University
* The Students’ Union
* An induction week at the beginning of each new academic session

1. **Ensuring and Enhancing the Quality of the Course**

The University has several methods for evaluating and improving the quality and standards of its provision. These include:

* External examiners
* Boards of study with student representation
* Student Voice Committee
* Annual Monitoring and Enhancement
* Periodic review undertaken at subject level
* Student evaluation including Module Evaluation Questionnaire (MEQs), level surveys and the National Student Survey (NSS)
* Moderation policies
* Feedback from employers

1. **Employability and work-based learning**

The Foundation Degree in Special Educational Needs and Inclusive Practice are work based learning programmes. The students who will access the programmes are practitioners who may currently be employed in a variety of positions for example, Teaching Assistants, Setting Managers, Key Persons and Room Leaders in private, voluntary, independent and maintained early years and education settings offering SEND provision

The programmes have been designed with the engagement of employers to ensure that the content enables students to develop key knowledge and skills in order to enhance their professional role and to make positive impact upon SEND in early years and education settings in terms of ensuring quality learning and development opportunities for children/young people and their families.

1. **Other sources of information that you may wish to consult**
2. **Development of Course Learning Outcomes in Modules**

This table maps where course learning outcomes are **summatively** assessed across the modules for this course. It provides an aid to academic staff in understanding how individual modules contribute to the course aims, a means to help students monitor their own learning, personal and professional development as the course progresses and a checklist for quality assurance purposes.

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|  | **Module Code** |  | QF4110  Prof Dev | QF4120  Learning, Teaching and development in the filed of Specialand Inclusice Education | QF4020  Child Protect | QF4130 Inclusive Practice | QF5050  Special Proj | QF5110  Internati onal systems to support learning | QF5030  Effect Comm | QF5120  Leadership in the Filed og Special and Inclusive practice |
| **Programme Learning Outcomes** | **Knowledge & Understanding** | A1 | F/S |  | S |  | F/S | F/S | F/S | F/S |
| A2 | S |  |  | F |  | S |  | F |
| A3 |  | S | F |  |  | S |  | F |
| A4 | F/S | FS | S | F | S | S | F | F |
| A5 |  |  |  |  | S/F |  |  | S/F |
| A6 | F |  |  |  | S/F | S/F |  |  |
| A7 | F |  |  |  | S/F |  | S | S |
| **Intellectual Skills** | B1 |  | S |  | S |  | F |  |  |
| B2 | S | F | F/S | F/S | S/F |  |  |  |
| B3 |  |  | F | F |  | F | S |  |
| B4 | S | F | F | F | S |  | F | F |
| **Practical Skills** | C1 |  | S | F |  | S | S | S | S/F |
| C2 |  | S |  | F | S/F |  |  |  |
| C3 |  |  | S |  | F | S |  |  |
| C4 |  |  |  | S |  |  | S | S/F |
|  | C5 |  | F |  |  | S |  |  |  |

**Students will be provided with formative assessment opportunities throughout the course to practise and develop their proficiency in the range of assessment methods utilised.**