

Programme Specification

Title of Course: BA Top Up - Special Educational Needs and Inclusive Practice

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SECTION 1: GENERAL INFORMATION

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| Title: | BA Top Up - Special Educational Needs and Inclusive Practice |
| Awarding Institution: | Kingston University |
| Teaching Institution: | School of Education |
| Location: | Kingston Hill Campus |
| Programme Accredited by: | N/A |

SECTION2: THE PROGRAMME

A. Programme Introduction

Welcome to the Special Educational Needs and Inclusive Practice BA Top-up programme. This one year BA (Hons.) work based programme offers a progression pathway for students, who have completed their Foundation Degree in a subject relating to Special Educational Needs and Inclusive Practice, to gain a full honours degree.

The pathway is offered as a full time progression route, 120 Credits at level 6, from the Foundation Degree valued at 240 credits (120 Credits @ Level 4 and 120 Credits at Level 5) in Special Educational Needs and Inclusive Practice. It has been designed for those practitioners interested in developing their personal and professional knowledge and skills to a Level 6 qualification whilst working in an appropriate setting. It effectively provides a fantastic opportunity for practitioners to remain in their work place enabling them to 'learn as they earn'.

The emerging need for this programme stemmed from local and internet research needs analysis that has highlighted a gap in the provision of work based programmes for practitioners working with children who are described as having additional educational needs and/or disabilities in the Early Years Foundation Stage, Key Stage 1, Key Stage 2 and 3 in settings and schools.

There has been an ever-growing responsibility for educational settings to meet the individual needs of all children under earlier and current policy. The impact of national and local legislation has resulted in the requirement of a designated Special Educational Needs Co-ordinator (SENCO) in every setting and school. This includes practitioners working in the maintained, private, voluntary and independent sectors or in mainstream and attached specialist resource centres and provisions for children with specific difficulties for example, Speech and Language and/or Autistic Spectrum Condition (ASC). The recurring student demand for the course confirms its usefulness.

Practitioners wishing to develop their knowledge, understanding and skills in special educational needs and inclusive practice may currently be employed in a variety of positions for example as; Teaching Assistants, Learning Support Assistants, Key Worker, Portage workers, Nursery Nurses and Early Years Practitioners. They are predominantly those who support children who have special educational needs on an individual basis or in a group situation. This progression route will provide the opportunity for these practitioners to develop their professional knowledge and skills whilst maintaining their current roles in schools and settings.

The BA (Hons.) Special Educational Needs and Inclusive Practice programme has enhanced the existing portfolio of work based provision and meets demand from practitioners and employers working in all phases of children's and young people's education. Alongside the work-based element, there is a straightforward link to research-led teaching, as students are invited to reflect on projects and research studies in the context of seminars and then expected to develop their own research studies.

The programme has been designed in close collaboration with employers and workforce development officers to ensure that recent and relevant issues are addressed and students gain the knowledge and skills required of effective practitioners. A team of highly qualified professionals from a range of children's workforce disciplines lead the programme. The lecturers and tutors are actively engaged in national and international research projects ensuring that students are fully involved with 'cutting edge' theories and emerging issues that may impact upon practice making this an exciting and dynamic programme.

In the final module students undertake a small scale work based project (dissertation) that enables the accumulation of their knowledge and skills to be demonstrated. Student feedback about this 'capstone' project from previous cohorts has been extremely positive with students undertaking work that has had significant impact upon working practices in their settings. Students and their employers have commented upon how this project has been the catalyst for inspiring peers, colleagues and working practices in individual settings and ultimately has improved outcomes for children and their families.

On successful completion of this programme students have a clear progression route towards Qualified Teacher Status (QTS) subject to the entry requirements of the Teacher Agency (TA). Qualified teachers with this degree may choose a career in mainstream or in special schools and may become Special Educational Needs Co-ordinators (SENCOs) in their settings. Other career paths include working within Local Authority Support Services, and Non-Governmental Organisations (NGOs), such as charities for vulnerable children. In addition the capstone project enables students to make the successful transition into further academic study at level 7 and has a linked progression route into the MA Professional Studies in Education: 'Inclusion and Special Educational Needs' and 'Teaching and Learning of Children and Young People with Autistic Spectrum Disorders'.

Past students have reported how the degree programme has enabled them to rationalise and support change within their workplace that has had positive impact on children and their families. In addition they report increasing confidence in their personal as well as professional lives.

‘The Pre School that I worked in for the last 15 years has just been rated outstanding. One of the documents that inspectors particularly liked was the Inclusion audit that you wrote (...) Your teaching has consequences way beyond the walls of KU!’ (Past student’s comment)

B. Aims of the Programme

The main aims of the field are to:

- further enhance appropriate knowledge and critical understanding of the well-established principles in special and inclusive education and the way in which those principles have developed;
- further 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 this influences analysis and interpretations based on that knowledge in the field of special needs and inclusive education in relation to their work context;
- further develop the professional, practical skills and competencies which are required to work with children who are described as having additional educational needs in all relevant key stages;
- further enhance students’ understanding of the regulatory and legislative frameworks for special and inclusive education 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 postgraduate programmes including Qualified Teacher Status (QTS) (subject to entry requirements).

C. Intended Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas. The programme outcomes are referenced to the QAA subject benchmarks for Education Studies (2007) and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008), and relate to the typical student.

| Programme Learning Outcomes | | | | | |
|-----------------------------|--|-----|---|-----|---|
| | Knowledge and Understanding | | Intellectual skills – able to: | | Subject Practical skills |
| | On completion of the course students will be able to further develop their understanding on: | | On completion of the course students will be able to: | | On completion of the course students will be able to: |
| A1 | special and inclusive education value and belief systems | B1 | critically analyse the principles of special and inclusive education | C1 | demonstrate the skills required to underpin care work and education within special needs and inclusive education |
| A2 | regulatory and legislative frameworks in the context of inter-professional and collaborative working | B2 | understand principal methods of academic and professional inquiry | C2 | develop collaborative and cooperative working roles commensurate with multi-professional and multi-agency practice |
| A3 | literature and research to underpin evidence-based practice | B3 | communicate information, argument and analysis | C3 | plan, deliver, assess, monitor and record specific developments and learning activities |
| A4 | theories of learning, curriculum and pedagogy for relevant Key stages | B4 | carry out self-evaluation, reflection, analysis and synthesis as independent learners | C4 | differentiate to accommodate individual needs demonstrating an understanding of difference and diversity that challenge stereotypes, counter discrimination and promote respect for a range of life-styles and cultures |
| 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 showing sensitivity and respect for diverse values and beliefs |
| AK2 | Recognise own academic strengths and | BK2 | Present, challenge and defend ideas | CK2 | Work flexibly and respond to change |

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|-----|---|-----|---|-----|---|
| | weaknesses, reflect on performance and progress and respond to feedback | | and results effectively orally and in writing | | |
| 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 |
| | Research and information Literacy Skills | | Numeracy Skills | | Management & Leadership Skills |
| DK1 | Search for and select relevant sources of information, using software and IT technology as appropriate | 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 |
| | 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 | | | | |
| <p>The range of learning and teaching strategies includes:</p> <ul style="list-style-type: none"> • fieldwork • lectures • tutorials • group-work • role play | | <ul style="list-style-type: none"> • free writing • workshop scenarios • case study • documentation scrutiny (i.e. assessments and policies) | | |
| Assessment strategies | | | | |
| <p>The assessment strategies employed in the Fields include the following:</p> <ul style="list-style-type: none"> • portfolio • peer formative assessment feedback • exam • assignments • Short Answer Paper • Auditing • Strategic planning | | | | |

D. Entry Requirements

- Normally Foundation Degree in Special Educational Needs, Teaching and Learning and/or equivalent
- Employment in a relevant educational setting (minimum 16 hours per week)

E. Programme Structure

This programme is offered in full-time mode with part-time attendance, and leads to the award of BA (Hons.) in Special Educational Needs and Inclusive Practice. Entry is normally at level 5 with a Foundation Degree or equivalent (See section D). Transfer from a similar programme is possible at level 6 with passes in comparable level 5 modules – but is at the discretion of the course team. Intake is normally in September.

E1. Professional and Statutory Regulatory Bodies

Department for Education (DfE)

E2. Work-based learning, including sandwich programmes

Employment in a relevant educational setting for a minimum of 16 hours per week is an essential requirement of this programme although it is the responsibility of individual students to source and secure such employment providing confirmation evidence. This allows students to reflect upon their own personal experience of working in an applied setting, to focus on aspects of this experience that they can clearly relate to theoretical concepts and to evaluate the relationship between theory and practice.

E3. Outline Programme Structure

The programme is made up of four modules each worth 30 credit points. The modules will run sequentially enabling students to complete work based tasks and to gather data for formative and summative assessments. This is an important element of work-based practice. There are core modules for the BA (Hons.) Degree in Special Educational Needs and Inclusive Practice as outlined below.

All students will be provided with the University regulations and specific additions that are sometimes required for accreditation by outside bodies (e.g. professional or statutory bodies that confer professional accreditation). Full details of each module will be provided in module descriptors and student module guides.

| Level 6 (at least 60 credits = core) | | | | | | | |
|---|--------------------|---------------------|--------------|-----------------------|-------------------------|----------------------|-----------------------|
| Compulsory modules | Module code | Credit Value | Level | % Written exam | % practical exam | % course-work | Teaching Block |
| Transitions | | 30 | 6 | 0 | 0 | 100% | 1 |
| Enabling Environments | | 30 | 6 | 0 | 0 | 100% | 1 |
| Critical Issues in the Context of Inclusive Education | | 30 | 6 | 20% | 0 | 80% | 2 |
| Dissertation in an Aspect of professional Practice | | 30 | 6 | 0 | 0 | 100% | 2 |

F. 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 range of teaching and learning strategies includes lectures, group work, directed internet-oriented activities, seminar discussions, peer feedback workshops, free writing sessions, group journals' analysis and critiquing and practical tasks. Students are also given the opportunity to take part in group as well as individual tutorials in order to develop personal and key skills.

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.

A range of assessments have been designed to enable students to demonstrate the acquisition of knowledge and skills. These include coursework, peer assessments, group reflections, blended learning, in-class tests, essay writing and auditing. 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. The development of work-based portfolios will enhance the students' identity as reflective-practitioners.

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.

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. The programme has been developed to ensure that students are well supported. This not only includes opportunities to practice 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.

At the end of Level 6 students will select an area of interest for an in-depth dissertation requiring data collection and analysis within their employment setting. This has been designed to enable students to demonstrate and apply the knowledge and skills that they have acquired throughout the course including the ethics of working with young children. The topic of the study will be agreed by the Programme Leader. The dissertation enables students to develop research skills and provides them with the foundations for further study if they wish to pursue it.

G. Support for Students and their Learning

Students are supported by:

- The Programme Leader 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 who will support individual student progress.
- Technical support to advise students on IT and the use of software
- StudySpace – the Kingston University on-line interactive intranet where lecture notes and relevant material are posted in advance of the lectures and seminars for students to be able to engage at their one time, pace and learning style.
- A named Senior Adviser in the Learning Resource Centre (Kingston Hill Campus) who provides on-going support and recurring on site and on-line sessions relating to Internet literature searches and referencing
- Programme specific Library Resources, which is updated on an on-going basis
- A memory stick containing all key resources to enable access to materials from remote locations. These can be updated and informed by the students, constituting in that way a mobile portfolio for them.
- Student support facilities that provide advice on issues such as finance, regulations, legal matters and international student support
- Dyslexia and Disability student support and counselling
- The Students' Union
- An induction week at the beginning of each new academic year that maps the year ahead and provides students with all relevant information about their studies as well as career pathways

- Staff Student Consultative Committee that meets termly and is a forum where student generated issues are heard and feed into the Boards of Studies meetings for further consideration and action.

H. 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
- Annual review and development
- Periodic review undertaken at the subject level
- Student evaluation
- Staff Student Consultative Committee
- Moderation practices

I. Employability Statement

The students who will access the programmes are practitioners who may currently be employed in a variety of positions within education, such as Key Workers, SENCOs, Teaching Assistants, Learning Support Assistants, Portage workers or Family Support workers in Early Years, Primary or Secondary schools (an indicative and not exhaustive list).

The programme has 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 role and to make positive impact in relevant settings in terms of ensuring quality learning and development opportunities for young children and their families.

J. Approved Variants from the UMS/PCF

Students accessing the programme are employed as practitioners working with children and their families. All modules must be passed without compensation in order to achieve the BA (Hons) Degree.

K. Other sources of information that you may wish to consult

- L. www.education.gov.uk

Development of Programme Learning Outcomes in Modules

This map identifies where the programme learning outcomes are assessed across the modules for this programme. It provides an aid to academic staff in understanding how individual modules contribute to the programme aims, and a means to help students monitor their own learning, personal and professional development as the programme progresses and a checklist for quality assurance purposes. Include both core and option modules.

| | | Level 6 | | | | |
|-----------------------------|---------------------------|-----------------------|------------------------------------|--|------------------------|---|
| Module Code | | QY6110 TRANSITIONS | QY6120 ENABLING ENVIRONMENTS | QY6130 CRITICAL ISSUES IN THE CONTEXT OF INCLUSIVE EDUCATION | QY6060 DISSERTATION | |
| Programme Learning Outcomes | Knowledge & Understanding | A1 | F/S | | S | S |
| | | A2 | | F/S | S | |
| | | A3 | F/S | | F/S | |
| | | A4 | S | S | | |
| | Intellectual Skills | B1 | F/S | F | | S |
| | | B2 | S | F/S | S | |
| | | B3 | F/S | S | S | |
| | | B4 | F | F/S | F/S | |
| | Practical Skills | C1 | F | F | | S |
| | | C2 | F | S | F | S |
| | | C3 | S | F | F | S |
| | | C4 | F/S | F/S | | S |

S indicates where a summative assessment occurs.

F where formative assessment/feedback occurs.

Indicative Module Assessment Map

This map identifies the elements of assessment for each module. Course teams are reminded that:

- There should be no more than three elements of assessment per module
- There should be no more than one formal examination per module.
- Synoptic assessments that test the learning outcomes of more than one module are permitted

| Module | | | | | Coursework 1 | | | | Coursework 2 | | | | Examination | | | |
|--------|---|---------------|--------------|-------------|---------------------------------|-------------|-------------|------|--------------------|-------------|-------------|------|----------------------------------|----------|-------------|------|
| Level | Module Name | Module code | Credit value | Core/option | Type of coursework | Word Length | Weighting % | S/F* | Type of coursework | Word Length | Weighting % | S/F* | Written/practical | Duration | Weighting % | S/F* |
| 6 | Transitions | QY6110 | 30 | N/A | CPD Presentation | 2000 | 30% | S | Essay | 3000 | 70% | S | | | | |
| 6 | Enabling Environments | QY6120 | 30 | N/A | Audit /Essay (equivalent of) | 4000 | 100% | S | | | | | | | | |
| 6 | Critical Issues in the Context of Inclusive Education | QY6130 | 30 | N/A | Poster (equivalent of) | 1500 | 0% | F | Essay | 3000 | 80% | S | Short written questions -answers | 40 mins | 20% | S |
| 6 | Dissertation in an Aspect of Professional Practice | QY6060 | 30 | N/A | Enquiry | 8000 | 100% | S | | | | | | | | |

Technical Annex

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| Final Award(s): | <i>BA (Hons) Special Educational Needs and Inclusive Practice</i> |
| Intermediate Award(s): | |
| Minimum period of registration: | <i>1 year</i> |
| Maximum period of registration: | <i>2 years</i> |
| FHEQ Level for the Final Award: | <i>Level 6</i> |
| QAA Subject Benchmark: | <i>BA(Hons.)Degree</i> |
| Modes of Delivery: | <i>Full time with part-time attendance</i> |
| Language of Delivery: | <i>English</i> |
| Faculty: | |
| School: | <i>Education</i> |
| JACS code: | <i>This is the Joint Academic Coding System (JACS) agreed jointly by UCAS and HESA.</i> |
| UCAS Code: | <i>X361</i> |
| Course and Route Code: | <i>UFSIP1SIP01</i> |