

Template C4



Programme Specification

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

Date first produced	01/11/2012
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Version number	7
Faculty	Faculty of Health, Science, Social Care & Education
School	School of Education, Midwifery and Social Work
Department	Department of 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 module can be found in the course VLE site and in individual Module Descriptors.

SECTION 1: GENERAL INFORMATION

Award(s) and Title(s): <i>Up to 10 pathways</i>	BA Top Up Special Educational Needs and Inclusive Practice
Intermediate Awards(s) and Title(s): <i>There are 4 Intermediate awards for each pathway</i>	
Course Code <i>For each pathway and mode of delivery</i>	
UCAS code <i>For each pathway</i>	X361

RQF Level for the Final Award:	
Awarding Institution:	Kingston University
Teaching Institution:	Kingston University
Location:	Kingston University, Kingston Hill Campus
Language of Delivery:	English
Modes of Delivery:	Full-time
Available as:	Full field
Minimum period of registration:	Full-time - 1
Maximum period of registration:	Full-time - 2
Entry Requirements:	<p>The minimum entry qualifications for the programme are:</p> <p>Level 5 Foundation Degree or similar qualification in the field of SEN.</p> <p>Must be working a minimum of 16 hours in relevant setting</p> <p>An interview is required unless Level 5 SENIP Foundation Degree with the colleges from this university consortium has been achieved within the last year</p> <p>Recognition of Prior Learning will be considered if minimum entry requirements are not met. n</p>
Programme Accredited by:	N/A
QAA Subject Benchmark Statements:	<i>All subject benchmark statements can be found here.</i>
Approved Variants:	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.
Is this Higher or Degree Apprenticeship course?	

For Higher or Degree Apprenticeship proposals only

Higher or Degree Apprenticeship standard:	N/A
Recruitment, Selection and Admission process:	An interview is required unless Level 5 SENIP Foundation Degree with the colleges from this university consortium has been achieved within the last year. Interview via Zoom or face to face (depending on the regulations at the time of application). Written task to be completed and returned within 20 minutes of being received. Recognition of Prior Learning will be considered if minimum entry requirements are not met.
End Point Assessment Organisation(s):	N/A

SECTION 2: THE COURSE

A. Aims of the Course

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).

B. 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.

The programme learning outcomes are the high-level learning outcomes that will have been achieved by all students receiving this award. They must align to the levels set out in the ['Sector Recognised Standards in England'](#) (OFS 2022).

Programme Learning Outcomes					
	Knowledge and Understanding		Intellectual Skills		Subject Practical Skills
	On completion of the course students will be able to:		On completion of the course students will be able to		On completion of the course students will be able to
A4	theories of learning, curriculum and pedagogy for relevant Key stages	B4	carry out self-evaluation, reflection, analysis and synthesis as independent learners	C3	plan, deliver, assess, monitor and record specific developments and learning activities
A3	literature and research to underpin evidence-based practice	B3	communicate information, argument and analysis	C2	develop collaborative and cooperative working roles commensurate with multi-professional and multi-agency practice
A2	regulatory and legislative frameworks in the context of inter-professional and collaborative working	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
A1	special and inclusive education value and belief systems	B2	understand principal methods of academic and professional inquiry	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

In addition to the programme learning outcomes, the programme of study defined in this programme specification will allow students to develop the following range of Graduate Attributes:

1. Creative Problem Solving
2. Digital Competency
3. Enterprise
4. Questioning Mindset
5. Adaptability
6. Empathy
7. Collaboration
8. Resilience
9. Self-Awareness

C. 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.

BA Top Up Special Educational Needs and Inclusive Practice

Progression to Level 5

N/A

Progression to Level 6

N/A

Level 6							
BA Top Up Special Educational Needs and Inclusive Practice							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
Critical issues in the context of inclusive practice	QY6130	30	6	2			
Dissertation in an aspect of professional practice	QY6060	30	6	2			

Enabling environments	QY612 0	30	6	1			
Transitions	QY611 0	30	6	1			
Optional Modules							

Level 6 requires the completion of

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

Level 7 information

N/A

D. 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, online teaching, 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.

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 planning for 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 children and young people in the field of SENIP. 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.

E. 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
- Canvas – 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
- 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.

F. 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 (MEQs and NSS)
- Staff Student Consultative Committee
- Moderation practices
- Feedback from employers

G. Employability and work-based learning

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, Secondary schools or Further Education organisations (an indicative and not exhaustive list). 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.

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

Work-based learning, including sandwich courses and higher or degree apprenticeships

N/A

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

Remember that this is a document for multiple audiences, you may wish to refer students to subject benchmark statements, apprenticeship standards, professional body requirements, course page on the KU or partner websites, etc.

I. 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.

Module Code		Level 6			
		QY6060	QY6130	QY6120	QY6110
Knowledge & Understanding	A4			S	S
	A3				
	A2		S		
	A1	S	S		
Intellectual Skills	B4				

	B3		S	S	S
	B1	S			
	B2		S		
Practical Skills	C3	S			
	C2	S		S	S
	C1	S			
	C4	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.