Template C4

Programme Specification

Title of Course: *Foundation Degree Special Educational Needs and Inclusive Practice*

Date first produced	31/08/2013
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Version number	9
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 modules can be found in the course VLE site and in individual Module Descriptors.

SECTION 1: GENERAL INFORMATION

Award(s) and Title(s): *Up to 10 pathways*	Foundation Degree Special Educational Needs and Inclusive Practice
Intermediate Awards(s) and Title(s): *There are 4 Intermediate awards for each pathway*	Certificate in Higher Education
Course Code *For each pathway and mode of delivery*	UFSEP1SEP70
UCAS code *For each pathway*	X360 Foundation Degree in Special Educational Needs and Inclusive Practice

RQF Level for the Final Award:	
Awarding Institution:	Kingston University
Teaching Institution:	Kingston University
Location:	Kinston Hill Campus
Language of Delivery:	English
Modes of Delivery:	Full-time
Available as:	Full field
Minimum period of registration:	Full-time - 2
Maximum period of registration:	Full-time - 4
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 Clearanc
Programme Accredited by:	N/A
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.
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:	N/A
End Point Assessment Organisation(s):	N/A

SECTION 2: THE COURSE

A. 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).

B. 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:

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 On completion of the course students will be able to:		Intellectual Skills 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;	B4	be independent, autonomous learners.	C4	develop collaborative and cooperative working roles commensurate with multi-professional and multi-agency practice;
A4	theories of pedagogy, learning, development, curriculum, and assessment for children;	B3	communicate information, argument and analysis.	C5	demonstrate suitable strategies for effective organisation and time management.
A5	interprofessional relationships and group working;			C3	differentiate to accommodate individual needs;
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.				

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

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

Foundation Degree Special Educational Needs and Inclusive Practice

Level 4							
Foundation Degree Special Educational Needs and Inclusive Practice							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
CHILD PROTECTION AND ETHICAL PRACTICES OF WORKING WITH CHILDREN	QF4020	30	4	2			
Inclusive Practice	QF4130	30	4	2			
Learning, Teaching and Development in the field of Special and Inclusive Education	QF4120	30	4	1			
Professional Development through Reflective Practice in Special Educational Needs	QF4110	30	4	1			
Optional Modules							

Progression to Level 5

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.

Level 5							
Foundation Degree Special Educational Needs and Inclusive Practice							
Core modules	**Module code**	**Credit Value**	**Level**	**Teaching Block**	**Pre-requisites**	**Full Time**	**Part Time**
Effective Communication Skills in the field of Special Educational Needs and Inclusive Practice	QF5130	30	5	2	None	2	
International Systems To Support Learning	QF5110	30	5	1			
Leadership In The Field Of Special And Inclusive Education	QF5120	30	5	2			
Special Project in the field of Special Educational Needs and Inclusive Practice	QF5140	30	5	2		2	
Optional Modules							

Progression to Level 6

N/A

Level 6 requires the completion of

N/A

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 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.

E. 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

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
- Student Staff Consultative 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

G. 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.

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

N/A

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

N/A

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 4				Level 5			
		QF4110	QF4120	QF4130	QF4020	QF5130	QF5140	QF5120	QF5110
Knowledge & Understanding	A1	S			S			S	S
	A2								S
	A3		S						S
	A4	S	S		S				S
	A5							S	
	A6								S
	A7							S	
Intellectual Skills	B1		S						
	B2	S		S	S				
	B4	S							
	B3								
Practical Skills	C1		S					S	S
	C2		S						
	C4			S				S	

	C5							
	C3				S				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.