Programme Specification

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

Date Specification Produced: **September 2013**

Date Specification Last Revised: **June 2015**

SECTION 1:   GENERAL INFORMATION

Title: Foundation Degree in Special Educational Needs and
                                              Inclusive Practice
Awarding Institution: Kingston University

Teaching Institution: Kingston University, School of Education

Location: Brooklands College
                                              Kingston College
                                              Whitefield Schools and Centre

Programme Accredited by: N/A

SECTION2: THE PROGRAMME

A. 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.

> "The foundation degree is a professional development opportunity for staff. It brings new found confidence and as a school we have seen many benefits. I would certainly encourage others to think about doing this qualification." (Deputy Head Teacher, 2013)

Foundation Degree in Special Educational Needs and Inclusive Practice 2016-17

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.

Aims of the Programme

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 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 Foundation Degree (2010) 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 **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 life-styles 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			CK4	Give, accept and respond to constructive	4

	unfamiliar contexts					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 • Tests	• Research project • Oral presentations • Poster presentations	• Reports • Peer assessments • Work place observations	• Activity Planning • Case studies • Reflective logs and testimonials validated by employers

Foundation Degree in Special Educational Needs and Inclusive Practice 2016-17

C. 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
Two years post-level 3 qualifying experience in an educational setting (min 16 hours per week)

A minimum IELTS score of 6.5 or equivalent is required for those for whom English is not their first language.

D. Programme Structure

This programme is offered in full-time mode, with part-time attendance at a local college and leads to the award of a Foundation Degree in Special Educational Needs and Inclusive Practice. Entry is normally at level 4 with qualifications and experience identified in section D. Transfer from a similar programme is possible at level 5 with passes in comparable level 4 modules – but is at the discretion of the course team. Intake is normally in September.

E1. Professional and Statutory Regulatory Bodies

Department for Education

E2. Work-based learning, including sandwich programmes

Employment (paid or voluntary) in an 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 a 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

Each level is made up of four modules each worth 30 credit points. Typically a student must complete 120 credits at each level. The modules will run sequentially enabling students to complete work based tasks and to gather data for formative and summative assessments. 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 4 (all core)							
Compulsory modules	**Module code**	**Credit Value**	**Level**	**% Written exam**	**% practical exam**	**% course-work**	**Teaching Block**
Personal and Professional Development through Reflective Practice	QF4000	30	4			100	1
Learning, Teaching and	QF4120	30	4			100	1

Foundation Degree in Special Educational Needs and Inclusive Practice 2016-17

Compulsory modules	Module code	Credit Value	Level	% Written exam	% practical exam	% course-work	Teaching Block
Development in the field of Special and Inclusive Education							
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 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 (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.

E.   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. 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 have 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, in-class test, 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 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.

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. Diagnostic testing in the first module and at intervals throughout the course will be utilised by the Personal Tutor to monitor progress in the development of these 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 module leaders in each partner college in negotiation with the university Programme 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.

F. Support for Students and their Learning
Students are supported by:

- A Programme Leader based 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 Field Liaison Officer who will visit a sample number of students, their mentors and employers in the employment setting as well as tutors in different Colleges to gather important feedback on programme development and enhancement.
- A designated programme administrator based in the School of Education to ensure effective communication between students, colleges and university staff and who will prepare documentation for university assessment boards.
- A Module Leader for each module based in respective colleges (College Tutor) who will be responsible for ensuring the content, delivery and assessment strategies are effective.
- A Personal Tutor based in respective colleges (College Tutor) who will support individual student progress.
- Technical support to advise students on IT and the use of software based at each College
- Technical support accessed through Kingston University
- StudySpace – the Kingston University on-line interactive intranet
- A named Senior Adviser based in the Learning Resource Centre (Kingston Hill Campus)
- Programme specific Library Resources at each College and at Kingston University
- Interactive Blackboard or Moodle based at each College

- A memory stick containing all key resources to enable access to materials from remote locations
- A substantial Study Skills Centre that provides academic skills support at each College and at KU
- Student support facilities in each College and through Kingston University that provide advice on issues such as finance, regulations, legal matters and international student support
- Dyslexia and Disability student support at each College and at Kingston University
- The Students' Union
- An induction week at the beginning of each new academic session

Specific arrangements have also been made to support students in accessing University resources for the duration of the Foundation Degree. Tutors in the colleges bring students to the University site to familiarise students with the layout, to meet University staff and to experience the resources available. In addition online tools in each college enable students to view virtual tours of the university's teaching spaces and library areas. Guidance for the search and selection of resources has also been developed to encourage students to access the breadth of material available to enable success in their studies.

G. 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

H. Employability Statement
The Foundation Degree in Special Educational Needs and Inclusive Practice is a work based learning programme. The students who will access this programme are practitioners who may currently be employed in a variety of positions for example, Teaching Assistants, Learning Support Assistants, Key Workers and Special Educational Needs Coordinators in private, voluntary, independent and maintained educational settings working with children from birth to nineteen.

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 upon their settings in terms of ensuring quality learning and development opportunities for babies, children, young people and their families.

I. 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 Foundation Degree.

J. Other sources of information that you may wish to consult
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 4				Level 5			
Module Code		QF4000 Pers&Prof	QF4120 Learn, Teach & Dev	QF4130 Inclusive Prac	QF4020 CP & Ethics	QF5030 Effec Comm	QF5110 Intern Sys	QF5120 Leadership	QF5050 Special Proj
Knowledge & Understanding	A1	F	S	F			S		F/S
	A2		F	S	F		F		
	A3		F		S				
	A4	F	S	S				F	
	A5	F		S		F/S		S	
	A6		F		F				S
	A7	S		F			F		
Intellectual Skills	B1		S		S				
	B2	F	F		F/S				S
	B3	F		F		F		S	
	B4	S							S
Practical Skills	C1	F		S		S			F
	C2		F	S			F		
	C3			S					
	C4	F		F		S		S	
Transferable Skills	DK1	S			S		S		
	DK2		F	S			S	F/S	
	DK3		F		S				S
	DK4	F/S		F		F			F
	DK5		F			S	F	F	

Programme Learning Outcomes (row group label)

S   indicates where a summative assessment occurs.
F   where formative assessment/feedback occurs.

Foundation Degree in Special Educational Needs and Inclusive Practice 2016-17

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*
4	Personal and Professional Development through Reflective Practice	QF4000	30	Core	Self Evaluation and Reflective Log	1000	0	F	Literature Review	2,500 words	100	S				
4	Learning, Teaching and Development in the field of Special and Inclusive Education	QF4120	30	Core	Observation	2000	30	S	Case Study	3000	70	S				
4	Inclusive Practice	QF4130	30	Core	Reflective Account of Visit (500 words) Observation and Individual Plan (2,000 words) Reflective Account (1,500 words) Essay	4,000	100	F/S								

Foundation Degree in Special Educational Needs and Inclusive Practice 2016-17

4	Child Protection and Ethical Practices of Working with Children	QF4020	30	Core	Report	2,500 words	100	S	Work based learning scenarios		0	F			
5	Effective Communication Skills	QF5030	30	Core	Peer Presentation	2000	50	F/S	Essay	3000	50	S			
5	International Systems to Support Learning	QF5110	30	Core	Critical Analysis of two International Systems or 'Tools for Learning'	4000	100	S							
5	Leadership in the field of Special and Inclusive Education	QF5120	30	Core	Presentation	1000	0	F/S	Critical Analysis of Research Article Essay	1,500 1,500	100	S			
5	Special Project	QF5050	30	Core	Research Plan	500	0	F/S	Independent research	4000	100				

Foundation Degree in Special Educational Needs and Inclusive Practice 2016-17

Technical Annex

Final Award(s):	*Foundation Degree in Special Educational Needs and Inclusive Practice*
Intermediate Award(s):	*Certificate in Higher Education*
Minimum period of registration:	*2 Years*
Maximum period of registration:	*4 Years*
FHEQ Level for the Final Award:	*Level 5*
QAA Subject Benchmark:	*Foundation Degree (2010)*
Modes of Delivery:	*Full Time with Part Time Attendance*
Language of Delivery:	*English*
Faculty:	*Health, Social Care and Education*
School:	*Education*
JACS code:	*This is the [Joint Academic Coding System](#) (JACS) agreed jointly by UCAS and HESA.* X360 plus campus code
UCAS Code:	

Course and Route Code:

Brooklands College	UFSEP1SEP02
Kingston College	UFSEP1SEP01
Whitefield School and Centre	UFSEP1SEP03