University of the West of England — BRISTOL

CORPORATE AND ACADEMIC SERVICES

PROGRAMME SPECIFICATION

Part 1: Basic Data	
Awarding Institution	University of the West of England
Teaching Institution	Weston College
Delivery Location	Weston College, Knightstone Campus.
Faculty responsible for programme	ACE
Department responsible for programme	Primary, Early Childhood and Education Studies
Modular Scheme Title	
Professional Statutory or Regulatory Body Links	
Highest Award Title	FdA Inclusive Practice
Default Award Title	DIP HE Education
Fall-back Award Title	DIP HE Education
Interim Award Titles	Certificate Inclusive Practice CERT HE Education
UWE Progression Route	BA (Hons) Education in Professional Practice
Mode(s) of Delivery	FT
Codes	**UCAS:**	**JACS:**
	ISIS2: X161	**HESA:**
Relevant QAA Subject Benchmark Statements	Foundation Degree qualification benchmark, 2010 Education Studies, 2007 Counselling and Psychotherapy, 2013
CAP Approval Date	30th May 2013
Valid from	September 2013
Valid until Date	September 2019
Version	1

Part 2: Educational Aims of the Programme

FdA Inclusive Practice is a two year full-time programme designed to develop expertise within the field of learning difficulties and/or disabilities (LDD). It provides students with specialist knowledge of how an inclusive practice approach is fundamental to the success and achievement of people with LDD in a variety of educational and social setting as well as providing a highly qualified and motivated workforce with clear opportunities for career progression and advancement with a positive impact on the wider community in understanding and being able to address the needs of individuals with LDD.

This programme will provide an opportunity to progress to level 3 BA (Hons) Education in Professional Practice at UWE.

The overall aims for the programme are to:
- Ensure a consistent approach to working from all professionals within the LDD field;
- Provide a coherent and relevant programme of study that enhances the ability of practitioners in the field of 'working with children, young people and vulnerable adults with learning difficulties and/or disabilities', to work effectively within a range of settings;
- Build upon participants previous and current experience and qualifications to ensure recognition and formal accreditation of professional work where possible;
- Provide participants with rigorous study of educational processes and perspectives, embedded within their cultural, political and societal context;
- Enhance understanding of the social and educational inclusion of children, young people and vulnerable adults.
- Locate study and professional practice within an understanding of the significance of educational values and ethics, alongside a commitment to social justice;
- Provide access to opportunities and awards for a group of learners who may hitherto not have been able to access higher education;
- Make full use of the opportunities and experiences in the workplace.

Programme requirements for the purposes of the Higher Education Achievement Record (HEAR)

Students on this programme will be working in a practice setting. This setting will be anywhere where educational processes take place – informal or formal – and could include for example care homes, businesses, arts organisations, voluntary or community based organisations, museums, leisure centres, health centres, prisons, youth work, play work, as well as colleges, primary, secondary and special schools, nurseries, and children's centres. These contexts will enable them to use and apply their knowledge and skills as acquired during their course of study and to reflect upon their practice in the workplace to develop it further. Students will be required to pass a Professional Practice module detailing their experiences across the programme in relation to the supporting of learners in practice. Students will be required to reflect and evaluate their skills and knowledge of educational support in their work setting.

Part 3: Learning Outcomes of the Programme

The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:

Learning Outcomes:	Module No:UTTGPY-30-1	Module No: UTTGSY-30-1	Module No: UTTGSX-30-1	Module No: UTTGT3-30-1	Module No: UTTGT8-30-2	Module No: UTTGT7-30-2	Module No: UTTGTP-30-2	Module No: UTLGA7-30-2
A) Knowledge and understanding of:								
Theories and established principles within education, social care and disability policy and practice and an awareness of the way in which policy is developed;	✓	✓	✓	✓	✓	✓	✓	✓
Ethical perspectives in relation to policy and practice relating to their professional roles;	✓	✓	✓	✓	✓	✓	✓	✓
A range of contextual factors surrounding policy, including sociological and environmental, that have influence upon their professional practice;	✓	✓	✓	✓	✓	✓	✓	✓
Their own value positions compared with those of other professionals and organisations working to support individuals with learning difficulties/disabilities	✓	✓	✓	✓	✓	✓	✓	✓
Ways in which their work impacts upon wider policy and practice, recognising the limits of their own knowledge;	✓	✓	✓	✓	✓	✓	✓	✓
Issues of equality, diversity, inclusion and social justice related to relevant policy and practice for individuals with learning difficulties and or disabilities.	✓	✓	✓	✓	✓	✓	✓	✓
(B) Intellectual Skills								
Use and organise coherently, relevant ideas and perspectives to interpret and/or explore the area of study;	✓	✓	✓	✓	✓	✓	✓	✓

Part 3: Learning Outcomes of the Programme								
Compare and contrast some methods and techniques for obtaining data and solving problems;	✓	✓	✓	✓	✓	✓	✓	✓
Select appropriate techniques to evaluate critically the relevance and significance of data collected in identifying and resolving problems;	✓	✓	✓	✓	✓	✓	✓	✓
Apply underlying concepts and principles in a range of contexts;	✓	✓	✓	✓	✓	✓	✓	✓
Use reflection in the learning process to develop personal theories and refine professional practice;	✓	✓	✓	✓	✓	✓	✓	✓
Discuss how ethical issues can be addressed in their area of study.	✓	✓	✓	✓	✓	✓	✓	✓
(C) Subject/Professional/Practical Skills								
Perform professional tasks exercising personal responsibility and a capacity to make decisions appropriate to their professional role;		✓	✓	✓		✓	✓	✓
Identify appropriate theoretical, professional and/or research based sources and use appropriately in their professional practice;	✓	✓	✓	✓	✓	✓	✓	✓
Identify appropriate theoretical, professional and/or research based sources and use appropriately in their professional practice;	✓	✓	✓	✓	✓	✓	✓	✓
Identify overall important aspects of work-based experience and compare, contrast and discriminate between aspects of the experience;	✓	✓	✓	✓	✓	✓	✓	✓
Articulate a reflective and effective orientation to their professional practice.	✓	✓	✓	✓	✓	✓	✓	✓
(D) Transferable skills and other attributes								
Interact effectively within a group, giving and receiving information and ideas, modifying responses where appropriate and developing effective professional relationships;	✓	✓	✓	✓	✓	✓	✓	✓
Locate and use effectively the full range of learning resources, including ICT across a range of contexts;	✓	✓	✓	✓	✓	✓	✓	✓

Part 3: Learning Outcomes of the Programme

Evaluate own strengths and weaknesses, challenge received opinion and develop own criteria and judgement;	✓	✓	✓	✓	✓	✓	✓	✓
Communicate effectively with children, young people, vulnerable adults, parents/carers and colleagues;	✓	✓	✓	✓	✓	✓	✓	✓
Organise and present ideas, concepts and numerical information using a variety of presentational modes;	✓	✓	✓	✓	✓	✓	✓	✓
Take responsibility for own learning, accommodating new principles and understandings;	✓	✓	✓	✓	✓	✓	✓	✓
Communicate effectively in a manner appropriate to the area of study and report on procedures in a clear and concise manner in a variety of formats;	✓	✓	✓	✓	✓	✓	✓	✓
Identify key elements of problems, applying appropriate methods to their solution.	✓	✓	✓	✓	✓	✓	✓	✓

Part 4: Student Learning and Student Support

Teaching and learning strategies to enable learning outcomes to be achieved and demonstrated

The team ethos at Weston College empowers and enables students to take control of their own learning and develop the necessary skills and strategies to become independent learners. Weston College's unique Specialist Support Model has also been chosen to help launch a national campaign at the House of Commons with the charity '*Ambitious about Autism',* in the campaign '*Finished at school'.* As part of this work, our Advanced Practitioner and a student with autism spoke at the launch of the campaign at the House of Commons in order to highlight the success of the specialist support for learners on the Autistic Spectrum at Weston College. MPs, including the Minister of State at the Department of Education, praised the provision at Weston College as an example of good practice and the way forward for autism provision in Further Education.

Weston College are also being recognised as leaders within the assistive technology field, receiving many requests to deliver training in other Colleges, external organisations and specialist providers to share this excellent practice which has outstanding results.

The College has disseminated this model to a variety of specialist providers and other colleges/schools locally and nationally, including organising an Inclusion Conference 2009 in which Peter Little presented, as well as delivering at the LSIS (2011) project on 'Enhancement of Learning Support' in which our learners presented at the National Conference. In the past twelve months the College has participated in the 'Ambitious About Autism' and LSIS 'Support and Aspiration' projects.

Part 4: Student Learning and Student Support

The programme demonstrates outstanding success rates and has been awarded a National Beacon Award. The department within which this programme sits provides as high a level of support as that observed within Specialist Colleges (LSIS 2011 and Ofsted Survey 2010) and can consequently draw upon this experience to inform delivery within the foundation degree.

Contact time encompasses a range of face:face activities as described below. In addition a range of other learning activities will be embedded within the programme which, together with the contact time, will enable learning outcomes to be achieved and demonstrated.

On the FdA Inclusive Practice programme teaching is a mix of 24% scheduled learning and 76% independent learning where all Work Based Learning is evidenced within the scheduled learning. For the programme FdA Inclusive Practice:

Scheduled learning includes lectures, seminars, tutorials, project supervision, external visits; work based learning.

Independent learning includes hours engaged with essential reading, presentation preparation, assignment preparation and completion etc. Scheduled sessions may vary slightly depending on the module choices made.

Module Title	Scheduled (%)	Independent (%)	Placement (%)
Thinking and Learning (30)	24	76	0
Voice of the Learner (30)	24	76	0
Positive Interaction with Learners (30)	24	76	0
Contributing to the Support of People with AS Conditions (30)	24	76	0
Issues of Mental Health and IP (30)	24	76	0
AS Conditions and Communications Skills (30)	24	76	0
Inclusive Professional Practice (30)	24	76	0
Independent Study (30)	24	76	0

Description of any Distinctive Features
Students are work based learners and as such the distinctive approach to teaching and learning throughout the programme relates to the development of reflective practice. Students are encouraged to reflect upon their work contexts and make links with the wider concepts of educational theory and policy within the fields of autistic spectrum conditions and other multi-faceted disabilities. It adheres to the Education Department statement of pedagogic principle. In this respect the programme bridges the academic learning environment with the work environment drawing the best learning opportunities and experiences from each context where relevant and enabling the student to develop in understanding of the educational support process for a range of learners.

Part 5: Assessment

Delete one of the following statements as appropriate

A: Approved to [University Regulations and Procedures](#)

Assessment Strategy

Assessment strategy to enable the learning outcomes to be achieved and demonstrated:

All approaches to diagnostic, formative and summative assessment rely upon the students' capacity to draw upon their experience of the workplace. This practical professional experience whether paid or unpaid work is essential for success on this Foundation Degree. Formal assessment currently includes the following:

- a range of small scale enquiries based in the workplace
- reflective and evaluative accounts or audits of initiatives, interventions, specific practices that might take place in the workplace
- a range of module specific directed tasks to be undertaken within the workplace – some of which will form part of the summative assessment task
- creation of portfolios that evidence the experiences occurring in the workplace through completion of witness statements, observational reports, reports on practice, logs and journals, planning documents etc
- written assignments, essays and prepared papers that involve reflection together with further reading to enhance insight to a specific topic area
- oral presentations and posters on module related topics which have the potential to be reproduced for use in the workplace

Each of the assessment points include stated assessment criteria which are drawn from the domains listed below. These form assessment criteria for several programmes within the Education Department but are particularly useful for the FdA programmes in that they encourage levels of reflection and enquiry around work place settings. The assessment criteria are included as Appendix 1 of this programme specification document.

Assessment Map

Part 5: Assessment

The programme encompasses a range of **assessment methods** including; presentations, written assignments and portfolios. These are detailed in the following assessment map:

Assessment Map for FdA Inclusive Practice

		8 minute individual presentation	Group presentation	Poster presentation	Observation in workplace context	Portfolio of directed tasks	Written essay – title identified by module leader	Written reflective report	Report on small scale enquiry	Portfolio
Compulsory Modules Level 1	UTTGPY-30-1	A (25)					B (75)			
	UTTGSY-30-1	A (25)							B (75	
	UTTGSX-30-1		A (25)				B (35)	B (40)		
	UTTGT3-30-1	A (25)					**B (75)**			
Compulsory Modules Level 2	UTTGT8-30-2	A (25)					**B (75)**			
	UTTGT7-30-2	A (25)					**B (75)**			
	UTTGTP-30-2				A (25)					**B (75)**
	UTLGA7-30-2						A (100)			

Part 6: Programme Structure

This structure diagram demonstrates the student journey from Entry through to Graduation for a typical **full time student**, including:
level and credit requirements
interim award requirements
module diet, including compulsory and optional modules

ENTRY

	Compulsory Modules	Optional Modules	Interim Awards
Year 1	UTTGPY-30-1 Thinking and Learning	None	Cert HE Inclusive Practice
	UTTGSY-30-1 Voice of the Learner		
	UTTGSX-30-1 Positive Interaction with Learners		
	UTTGT3-30-1 Contributing to the Support of People with AS Conditions		Other requirements:

	Compulsory Modules	Optional Modules	Interim Awards
Year 2	UTTGT8-30-2 Issues of Mental Health and Inclusive Practice		
	UTTGT7-30-2 Autistic Spectrum Conditions and Communication Skills		
	UTTGTP-30-2 Inclusive Professional Practice		
		UTLGA7-30-2 Independent Study or UTTGTQ-30-2 Independent Study (Presentation) or UTTGTR-30-2 Independent Study (Written)	Other requirements:

GRADUATION

Part 7: Entry Requirements

Applicants must provide evidence which demonstrates to the University's satisfaction that they can benefit from study at levels 1 and 2 and are likely to achieve the required standard.

Applicants will normally need to have had two years experience of working in an educational setting which may have been with children, young people or adults and have achieved a qualification in English/literacy and mathematics /numeracy, equivalent to at least Level 2 of the National Qualifications Framework.

This evidence will normally take the form of:
- English Functional Skills (2012)   Numeracy Functional Skills (2012)
- Key Skills: Literacy level 2   Key Skills Numeracy level 2
- Cambridge ESOL qualification level 2
- Skills for Life level 2 does not expect written work so if this qualification is presented tutors are recommended to require evidence of skills in written work
- five subjects at GCSE / O level standard
- two subjects at GCE Advanced level supported by three subjects at GCSE at Grade C or above
- BTEC National Diploma
- GNVQ Level III
- Validated Access Course
- European or International Baccalaureate
- Evidence of experiential learning not previously assessed by or contributing to the awards of other institutions or bodies which is open to scrutiny and where necessary assessment. Such evidence may take the form of reports which the candidate has prepared as part of their professional duties

We welcome applications from those who do not have the entry requirements outlined. The University will consider applications on the basis of evidence of personal, professional and educational experience which indicate an applicant's ability to meet the demands of a degree. We like to give such applicants every opportunity to show that they have the motivation and ability to succeed in their chosen programme of study however we would always require evidence of equivalence to the minimum required academic or professionally accredited study.

Students who do not meet the minimum academic entry requirements but have significant life and/or work experience will be considered on the basis of evidence of personal, professional and educational experience which indicate an applicant's ability to meet the demands of a Diploma of HE. We like to give such applicants every opportunity to show that they have the motivation and ability to succeed in their chosen programme of study.

Candidates not currently working in an educational setting will have a preliminary interview to gauge suitability for the course and ability to engage in professional work. Students must, by the beginning of the course, either be in full time work or have the minimum equivalent to a minimum of 15 hours per week.

Part 8: Reference Points and Benchmarks

Description of *how* the following reference points and benchmarks have been used in the design of the programme:

QAA UK Quality Code for HE
>   National qualification framework
>   Subject benchmark statements

University strategies and policies

Staff research projects

Any relevant PSRB requirements

Any occupational standards

In the design and development stages of the programme due regard has been given to the UK Quality Code for Higher Education to assure content, level and proportion. SEEC descriptors were used as guidance in the design of modules and there is an expectation that students will evidence all learning outcomes.

All staff involved in the programme design team to write modules and internal checking procedures were asked to use SEEC descriptors and terminology as guidance for module design. Subject and foundation degree benchmark statements contribute to the programme content and Weston College Graduate Development Programme will be incorporated into the tutorial entitlement.

UWE Learning Teaching and Assessment Strategy
>   There is an established and mature relationship between Weston college and UWE that emphasises full understanding and incorporation of the UWE Learning, Teaching and Assessment Strategy. This is implicit in the development of the current programme.

UWE E-learning policy
>   The e-Learning Policy is familiar to staff. Developments have taken place with Professor Liz Falconer to develop simulated activity through Second Life and this is intended to be a feature of the programme. Second Life approach in partnership with UWE is convergent with UWE e-Learning Policy moreover the Library+ commitment to access of e-Learning resources also reflects a commitment to innovative accessible and user-friendly resources.

QAA Quality Code: Chapter B6: Assessment of students and accreditation of prior learning
>   Design of assessment and awareness of the Quality Code, B6, is recognized as a strength at Weston college evidenced via IQER. Weston College also has "Guaranteed Levels of Information for assignments and assessments which were developed with the QAA Code of Practice section 6 as a guide. These policies are routinely reviewed and updated with due regard to the UK Quality Code for all providers of HE within the UK

UWE Employability Strategy
>   The UWE Employability Strategy was used a reference point in the production of the Weston College "Supporting your Success" document, provided to all students.

Weston College Graduate Development Programme
>   As previously stated, the GDP has been incorporated into the Tutorial Entitlement.

QAA Quality Code: Chapter B4: Enabling student development and achievement
>   Reference was made to the Quality Code, B4, in the definition of tutorial entitlement and the requirement to be able to guide students to careers advice. Both validated and

Part 8: Reference Points and Benchmarks

franchised programmes have equitable access to UWE careers advice and guidance including CV writing, preparing for interviews, application checker and a range of other services designed to enhance employability.

UWE Work-based learning policy

UWE Equality and Diversity Policy

All of the above were considered during the development stage. There is a significant Work based learning element in the programme as defined as part of the foundation degree benchmark statements and identified within Work Experience 1 and 2 modules. Weston College has an Equality and Diversity Policy that matches the requirements of the University of the West of England.

Weston College is committed to creating an inclusive college, where people are treated with dignity and respect and where we anticipate and respond positively to different needs and circumstances so that everyone can achieve their potential.

We are committed to promoting and advancing equality of opportunity, not only because it is an important part of the mission, vision and values of the College, but also because, by attracting and retaining the most diverse range of talented people as learners, staff and partners, we will ensure the College's future success.

What methods have been used in the development of this programme to evaluate and improve the quality and standards of learning? This could include consideration of stakeholder feedback from, for example current students, graduates and employers.
CDA2.

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of individual modules can be found in module specifications, available on the University's website.

Appendices
Appendix 1 – Department of Education: Assessment Criteria
Appendix 2 – Department of Education : Statement of Pedagogic Principle

Appendix 1

Department of Education
ASSESSMENT CRITERIA
A: Conceptual Domain (Core for every assessment)
L1   The assignment demonstrates that the student can identify and use relevant ideas and perspectives for purposes of reflection upon issues under study.
L2   The assignment demonstrates that the student can use and organise coherently relevant ideas and perspectives to interpret and/or explore issues under study.

B: Literature Domain
L1   The assignment demonstrates that the student has an awareness of appropriate literature and its relevance to the task.
L2   The assignment demonstrates that the student has an awareness of appropriate literature and can discuss its relevance to the task.

C: Contextual Domain
L1   The assignment demonstrates that the student has an awareness of contextual factors (eg personal, locational, historical, political etc) influencing the area of study.
L2   The assignment demonstrates that the student can differentiate contextual factors (eg personal, locational, historical, political etc) influencing the area of study.

D: Research Domain
L1   The assignment demonstrates that the student can plan for and execute a small scale enquiry in a systematic manner, showing how their thinking was affected as the enquiry unfolded.
L2   The assignment demonstrates that the student can plan for and execute a small scale enquiry in a systematic manner, showing how their thinking was affected as the enquiry unfolded and showing that they can discuss the suitability of alternative approaches.

E: Ethical Domain
L1   The assignment demonstrates that the student has an awareness of ethical issues arising in or associated with the area of study.
L2   The assignment demonstrates that the student has an awareness of ethical issues arising in or associated with the area of study and can discuss how these relate to practical cases.

F: Values Domain
L1   The assignment demonstrates that the student can clearly identify and articulate their own value position and where relevant, the value position of others in relation to the area of study.
L2   The assignment demonstrates that the student can clearly identify and articulate their own value position and where relevant, compare it with the value position of others in relation to the area of study.

G: Action Domain

L1   The assignment demonstrates that the student has awareness of a relationship between theory and practice in the workplace, and can use reflection to develop a personal theory and refine professional practice, with due regard to issues of equity and social justice.

L2   The assignment demonstrates that the student can identify and articulate a relationship between theory and practice in the workplace, and can use reflection to develop a personal theory and refine professional practice, with due regard to issues of equity and social justice.

H: Negotiated Domain

In addition to criteria specified under domains A-F, we accept the possibility of tutor and student negotiating an appropriate assessment criterion, to encompass specific elements of significance not addressed through the existing criteria. With tutors new to the programme it is important that such negotiated criteria are approved by the relevant Award Manager.

Appendix 2

Department of Education :   Statement of Pedagogic Principle

Relationship of pedagogic principle to School of Education mission

Our statement of pedagogic principle has been developed to maintain and enhance the quality of all of the School programmes. It is based on a commitment to partnership with teachers and learners in a variety of workplaces and especially with schools, colleges, the rest of the university, and the wider academic and international community.

Basic to our pedagogic principle is enquiry into, and improvement of, the educational experience and achievement of all learners, informed by a commitment to inclusivity, expanding opportunity, equality, internationalism and social justice.

We are concerned to research our pedagogic principle and practice in order to develop ourselves to be able to make a difference to students' experience of becoming, and developing as, professionals; through these students, we are concerned to make a difference to the clients (pupils, students, patients etc) with whom they work.

The goals of our pedagogic principle

The goals of our pedagogic principle are to:

- place the lived experience of the workplace at the core of professional learning;
- enable students to relate this lived experience to other vital learning experiences provided by the university;
- facilitate skilled, justifiable and ethical actions;
- develop critical analysis of orthodoxies, and generate new ways of conceptualising issues and questions;
- provide a conceptual basis for the particular roles of the university tutors and the other practitioners who work with our students, identifying and respecting the unique yet interdependent contribution of each;
- help us to comply with external requirements on our courses in ways that are congruent with our underlying values and beliefs;
- give coherence to our work in ITE, CPD and research;
- give meaning to the notion of professional wisdom.

The reflective process
Our pedagogic principle achieves these goals by making an intellectually demanding statement of what it means to be a reflective practitioner within a moral framework. We argue that this reflective practice calls for, and develops:

- open-mindedness about one's actions and their effects, taking account of evidence about, and from learners, colleagues and managers;
- responsibility, taking account of long-term effects as well as immediate outcomes;
- whole-heartedness, which involves a honest examination of one's values and actions;
- a realistic approach, which is informed by the characteristics of the particular context in which the student is working.

Reflection is therefore a demanding intellectual process in which plans, actions, and evaluations are informed by a wide range of criteria including:

- the general context (including the values of the societies within which the professional is operating, the current legal context, and historical insights);
- the specific context (including the attitudes of learners, colleagues and managers, institutional policies, values and ethos, the characteristics of the learners, recent institutional history);
- personal values;
- theories (including espoused theories providing philosophical, sociological, psychological insights, insights from specific pieces of research, insights from professional literature such as specific teaching schemes etc) and personal implicit theories (including pedagogical knowledge and craft knowledge premised on the lived experience of the learning environment).

When new actions are planned, taken and evaluated against this framework, new thinking, as well as new actions, emerge.
These basic ideas can be summarised in the following diagram:
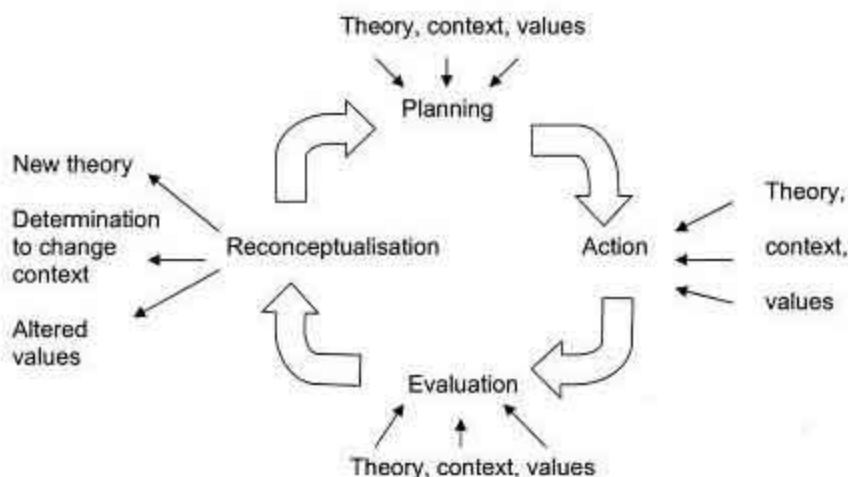
This model recognises that professional decisions are contextually based, but it also recognises the professional's responsibility to question, and seek to influence, aspects of any given context.

The complexity of the decision-making and the contradictory nature of messages from different theories can often only be resolved by reference to values. In this sense the model never reduces the teacher to technician nor teaching to the automated operation of a decision-making matrix.

The model can be used over different timescales and with different emphasis at different stages of professional development, from novice to expert.