



University of the
West of England



Weston College

working with

University of the West of England, Bristol School of Education

Foundation Degree: Inclusive practice: providing for learners with additional needs

Approval Document

May 2007



University of the
West of England



Programme Specification

Section 1: Basic Data

Awarding institution/body	University of the West of England
Teaching institution	University of the West of England/Weston College
Faculty responsible for programme	Social Sciences and Humanities
Programme accredited by	UWE
Highest award title	Foundation Degree Inclusive Practice: providing for learners with additional needs (Weston)
Default award title	N/A
Interim award title	Certificate Certificate HE Inclusive Practice: providing for learners with additional needs
Modular Scheme title (if different)	
UCAS code (or other coding system if relevant)	
Relevant QAA subject benchmarking group(s)	Education Studies QAA Guidance on Foundation Degrees
On-going/valid until* (*delete as appropriate/insert end date)	
Valid from (insert date if appropriate)	September 2007
Authorised by...Validation Panel	Date:...

Version Code

1

For coding purposes, a numerical sequence (1, 2, 3 etc.) should be used for successive programme specifications where 2 replaces 1, and where there are no concurrent specifications. A sequential decimal numbering (1.1; 1.2, 2.1; 2.2 etc) should be used where there are different and concurrent programme specifications

Section 2: Educational aims of the programme

The overall aims for the programme are to:

- 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.

Section 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: ...

A Knowledge and understanding

Learning outcomes

Teaching, Learning and Assessment Strategies

A Knowledge and understanding of:

As a result of this programme, students will have knowledge and understanding of:

1. theories and established principles within education, social care and disability policy and practice and an awareness of the way in which policy is developed;
2. ethical perspectives in relation to policy and practice relating to their professional roles;
3. a range of contextual factors surrounding policy, including sociological and environmental, that have influence upon their professional practice;
4. their own value positions compared with those of other professionals and organisations working to support individuals with learning difficulties/disabilities
5. ways in which their work impacts upon wider policy and practice, recognising the limits of their own knowledge;
6. issues of equality, diversity, inclusion and social justice related to relevant policy and practice for individuals with learning difficulties and or disabilities

Teaching/learning methods and strategies:

Acquisition of 1 is through lectures, seminars and tutorials enhancing professional reflection. Acquisition of 2, 4 and 5 are through lectures, seminars and workshops and in particular through the emphasis on values in professional work. Acquisition of 3 is through practical work in professional settings and through consideration of research and inspection evidence.

Support and teaching is provided through the UWE Online with further support from the technical team. It is also intended that the use of ICT will be addressed within the content of most modules.

Throughout, the learner is encouraged to undertake independent reading both to supplement and consolidate what is being taught/learned and to broaden his or her individual knowledge and understanding of the subject they are investigating

Assessment:

The programme models good practice and promotes a personal and intellectual understanding of assessment processes. Assessment is diagnostic, formative and summative, as appropriate. Strategies deployed include tutor-assessed group and

	<p>individual written and oral assignments together with self-assessment and peer-assessment. Achievement of credit is gained through written assignments based on professional work - reports, essays, portfolios of directed tasks, evaluations or reflective accounts and through oral or poster presentations.</p>
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B Intellectual Skills

<p>B Intellectual Skills <i>As a result of this programme, students will be able to:</i></p> <ol style="list-style-type: none"> 1. use and organise coherently, relevant ideas and perspectives to interpret and/or explore the area of study; 2. compare and contrast some methods and techniques for obtaining data and solving problems; 3. select appropriate techniques to evaluate critically the relevance and significance of data collected in identifying and resolving problems; 4. apply underlying concepts and principles in a range of contexts; 5. use reflection in the learning process to develop personal theories and refine professional practice; 6. discuss how ethical issues can be addressed in their area of study. 	<p>Teaching/learning methods and strategies Intellectual skills 1, 2 and 4 are developed through engagement in learning and teaching about professional and pedagogical knowledge. Strategies deployed cater for a variety of preferred learning styles and include: lectures; seminars; tutorials; directed study tasks including use of literature and reflective activities; research tasks; use of videos, case-studies, role-play, games and simulations; use of a Virtual Learning Environment (VLE) and on-line materials; project work; group work and individual activity. Students will be encouraged to reflect upon their own professional practice to meet 5, 3 and 6 through a work-based learning approach.</p> <p>Assessment A variety of assessment methods is employed. All test the student's ability to demonstrate reflective skills and refine professional practice (5). These cover compilation of portfolios of directed tasks conducted within the workplace, evaluative reports on interventions initiated in the workplace together with library-based research study to combine insights that relate theory and practice. (1, 2, 3 and 6) Assessment is diagnostic, formative and summative, as appropriate. A common bank of assessment criteria is used throughout the programme to aid transparency and consistency in the assessment process. The matching of specific domains for assessment is defined within module specifications where appropriate. Assessment criteria are decided upon in relation to the approach taken by the participant in reaching the intended learning outcomes of the module which are mapped against the intended learning outcomes for the programme.</p>
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C Subject, Professional and Practical Skills

<p>C Subject/Professional/Practical Skills <i>As a result of this programme, students will be able to:</i></p> <ol style="list-style-type: none">1. perform professional tasks exercising personal responsibility and a capacity to make decisions appropriate to their professional role.2. identify appropriate theoretical, professional and/or research based sources and use appropriately in their professional practice.3. plan and execute a small scale enquiry in a systematic manner discussing the suitability of alternative approaches;4. identify overall important aspects of work-based experience and compare, contrast and discriminate between aspects of the experience;5. articulate a reflective and effective orientation to their professional practice.	<p>Teaching/learning methods and strategies Professional and practical skills will be developed and enhanced within the work place and throughout the programme participants will be encouraged to reflect on professional practice during lectures, seminars, tutorials and workshops. Reflection and research into professional practice is encouraged throughout the programme.</p> <p>Assessment Where appropriate, the assessment will be conducted in compliance with TTA (now TDA) requirements for the award. There are two professional practice modules within the programme at levels 1 (20 credits) & 2 (20 credits). These modules are designed to ensure that professional practice in the workplace is assessed in partnership between UWE Bristol School of Education, Weston College and local employers.</p>
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D Transferable Skills and other attributes

<p>D Transferable skills and other attributes <i>As a result of this programme, students will be able to</i></p> <ol style="list-style-type: none">1. interact effectively within a group, giving and receiving information and ideas, modifying responses where appropriate and developing effective professional relationships;2. locate and use effectively the full range of learning resources, including ICT across a range of contexts;3. evaluate own strengths and weaknesses, challenge received opinion and develop own criteria and judgement;4. communicate effectively with children, young people, vulnerable adults, parents/carers and colleagues;5. organise and present ideas, concepts and numerical information using a variety of presentational modes;6. take responsibility for own learning, accommodating new principles and understandings;7. 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;8. identify key elements of problems, applying appropriate methods to their solution.	<p>Teaching/learning methods and strategies</p> <p>These skills will be gained through the experiential nature of learning and teaching modelled in the School of Education. Groupwork and debate is encouraged in seminars, workshops and tutorials to refine professional pedagogical knowledge (1, 3 and 8). Participants are encouraged to make full use of the ICT facilities available to them in learning and teaching sessions alongside work-based use of ICT.</p> <p>Assessment</p> <p>These skills and attributes will be assessed through written assignments, professional practice, oral and poster presentations, group discussion and debate supported by prepared papers.</p>
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Section 4: Programme structure

Use next page to provide a structural chart of the programme showing:

- Level and credit requirements
- Interim award requirements
- Module diet, including compulsory/core/optional modules

ENTR Y ↓ ↓	level 1	Compulsory modules UTLGMD-20-1 Supporting: Professional Practice (1)	Interim Awards: <ul style="list-style-type: none"> • 60 credits at level 1 for a Certificate
		Core modules UTLGLA-20-1 Introduction to Education Policy and Disability Equality UTTGAF-20-1 Thinking and Learning UTLGDD-20-1 Behaviour for Learning UTLGH3-20-1 The Voice of the Learner UTLGL6-20-1 Contributing to the Support of People with Autistic Spectrum Conditions	
	level 2	Compulsory module UTLGKW-20-2 Supporting Professional Practice (2)	Interim Awards: <ul style="list-style-type: none"> • Credit requirements 120 credits level 1 or above for a Cert of HE
		Core modules UTLGHT-20-2 Inclusion: meeting the needs of children and young people UTLGL9-20-2 Working in Partnership: Parents and Professionals UTLGK7-20-2 Understanding Learners with Literacy Difficulties	
		Optional modules 40 credits to be selected from the following: UTLGL7-20-2 Supporting people with Autistic Spectrum Conditions UTLGDJ-20-2 Communication for learning: multi sensory approaches for learners with multi needs impairments UTTG8B-20-2 Supporting Learning – Working with Pupils with Special Educational Needs and Behavioural Difficulties and their Parents UTLGL8-20-2 Transition to Independent Living UTLGA7-20-2 Independent Study	<ul style="list-style-type: none"> • Other requirements

Progression from the Foundation Degree into the BA Hons Education in Professional Practice can take place once the participants has achieved 240 credits (at least 120 of which are level 2). A further 120 credits at level 3 is required to attain the BA Hons Education in Professional Practice.

Section 5: 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 completed two years relevant work experience. 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:

- 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 mature applicants (21years +) and 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 Foundation Degree.

We give such applicants every opportunity to show that they have the motivation and ability to succeed in their chosen programme of study.

Section 6: Assessment Regulations

a) MAR 3.1

Section 7: Student Learning: distinctive features, academic and pastoral support

The UWE and Weston College Teaching and Learning Strategies have been considered in the development of this programme:

Strand 3: provide inclusive learning opportunities, resources and administrative support systems which are, as far as possible, responsive to the diverse learning, time and location needs of students. Teaching and assessment methods together with resources will be such that the programme will be accessible to students with a wide range of disabilities. All staff involved in the delivery of the FdA in Inclusive Practice will be given staff development and have access to advice and guidance from the Faculty of Integrated Community Education within Weston College

Prior professional experience

Participants may wish to gain credit for previous achievements through the process of AEL (Accreditation of Experiential Learning) and Accredited Learning (AL) in line with the university procedures. The programme of study is intended to be responsive to individual training needs and this is offered through a range of strategies. On entry to the programme, details are sought of individual's experience that could be accredited. Students are encouraged to discuss their individual learning needs with their module leader and/or programme leader to ensure they are able to access appropriate support for their study needs.

Section 8: Reference points/benchmarks

In designing this programme, the School of Education and Weston College have drawn upon the following external reference points

1. The QAA Foundation degree qualifications benchmarks
2. The QAA Guidelines for preparing programme specifications.
3. The QAA Framework for Higher Education Qualifications in England, Wales and Northern Ireland.
4. The QAA Benchmark Statement for Education Studies
5. UWE's Learning and Teaching Strategy.

The QAA foundation degree qualifications benchmarks features of a qualification at this Intermediate level, its purpose, general characteristics and generic outcomes. In particular the following characteristics of the foundation degree have been considered: employer involvement, accessibility, progression, flexibility, partnership, assessment and monitoring/review.

The QAA Guidelines for preparing programme specifications are not intended to be prescriptive but do offer a framework around which to write the programmes specifications. In many instances there are differences between these guidelines and exemplar specifications provided by UWE. This specification attempts to form a working amalgamation of the two.

The QAA Framework for Higher Education Qualifications in England, Wales and Northern Ireland Describes the attributes and skills expected of graduates. Care has been taken to equate the level of individual modules, the programme of study at each year and the level of the Foundation Degree to the criteria in the Framework for Higher Education Qualifications (FHEQ).

The QAA Benchmark Statement for Education Studies is demonstrated in Section 3 of this specification.

Other UWE Bristol policies for example the Racial Equality Action Plan (REAP) and the implications of the Disability Discrimination Act (1995) and the Special Education Needs and Disability Act (2001) are taken into account through the design of this programme and may serve to encourage a wide range of students to apply for inclusion on the programme.

The programme has been developed in the context of the University Learning and Teaching policies and explicitly meets the requirements set out therein. The focus on an approach to pedagogy, underpinned by values and based on evidence is commensurate with the approach to learning and teaching set out in the Faculty Statement of Pedagogic Principle.

Staffing

The Award Leader for the Foundation Degree Inclusive Practice is Barbara Titmuss who is a Lecturer at Weston College with over twenty years of experience in the field of Learning Difficulty and/or Disability (LDD)

The proposed teaching team will consist of a number of lecturers and partner professionals with expertise and interest in specific areas. Each module will be assigned a module leader according to their specialist area. Below is the proposed teaching team.

Module	Module Leader/s
Supporting Professional Practice (level 1 & 2)	Barbara Titmuss
Introduction to Education Policy and Disability Equality	Trevor Britton
Thinking and Learning	Jacqui Ford
Managing Behaviour	Barbara Titmuss
The Voice of the Learner	Samantha Mayhew
Contributing to the support of people with Autistic Spectrum Conditions	Barbara Titmuss
Inclusion: Meeting the needs of children and young people and vulnerable adults	Christina Hooper
Working in Partnership: Parents and Professionals	Jacqui Ford
Understanding learners with literacy difficulties	Trevor Britton
Supporting people with autistic spectrum conditions (2)	Barbara Titmuss
Communication for learning: Multi sensory approaches for individuals with multi needs sensory impairment	Jacqui Ford RNIB representative RNID Representative
Supporting Learning – working with learners with Behavioural Difficulties.	Barbara Titmuss
Transition to Independence	Jane Tarr
Independent Study	TBA

In addition to the above list, there are a number of partners from different public services – education, health and social care and voluntary and community sector organisations together with those from multi-disciplinary agencies who will deliver on specialist areas of provision on a guest speaker basis.

CVs for all members of staff to be involved in delivery of the programme can be found in the appendices.

Rationale for the Course

The FdA in Inclusive Practice seeks to integrate academic and work based learning. By building on the close collaboration which already exists between Weston College and other relevant professionals, it is hoped to engender a multi-agency approach to disability. This work related programme aims to provide a coherent and relevant programme of study for a wide range of professionals who work with people with learning difficulties in education or within the community.

This FdA provides a pathway to the BA (Hons) Education in Professional Practice.

Learning and work will be closely linked in the programme. Consultation with other organisations will ensure that the award is fit for purpose and that work based learning is appropriate to their particular needs. The programme will integrate academic knowledge with the development of transferable and employability skills and competencies. The FdA Inclusive Practice is designed to enable learners to benefit from the interpretation of ideas and experience within the wider context of disability and inclusion.

Career development routes for participants

Students who successfully complete the foundation degree will be eligible on successful completion to enter the level 3 of the BA (Hons) Education in Professional Practice at UWE. This will ensure that learners who progress on to the next stage of their learning are adequately prepared for the honours programme. This will take place after completion of the foundation degree and before the start of level 3.

Demand for the programme

The opportunity to develop this Foundation Degree arises from analysis undertaken by Weston College which shows student demand for study opportunities at this level in the Weston region which enables progression to degree programmes at UWE.

This initiative is also being developed in response to the College's wish to develop and strengthen its collaborative arrangements with identified local agencies such as Health, Social Services, Connexions, voluntary/charitable groups and the LEA.

It is Weston College's remit to provide opportunities for lifelong learning including wider participation in HE. The College also wishes to provide opportunities for continuing professional development and training opportunities for its own staff.

Liaison with employers

Weston College has an employers' liaison group and a specialist LDD advisory board which meets three times a year. They have expressed broad support for the development of this programme.

When designing the Foundation Degree in Inclusive Practice consideration was given to the ways in which the work-based learning was appropriate to the particular needs of the relevant employment sector or type of employer, and how the programme helps to provide the knowledge and transferable skills needed for employment.

Authentic and innovative work-based learning is an integral part of the Foundation Degree in Inclusive Practice and its design. It enables learners to take on appropriate role(s) within the workplace, giving them the opportunity to learn and apply the skills and knowledge they have acquired as an integrated element of the programme. It involves the development of higher-level learning within both the institution and the workplace. It is a two-way process, where the learning in one environment is applied in the other. Work-based learning will be achieved throughout the programme of study.

The Foundation Degree in Inclusive Practice is intended to provide students with the knowledge, understanding and skills needed when working in the field of learning difficulty

and disability. Local stakeholders were fully involved in the design of the curriculum and will be involved in the process of regular feedback and evaluation of the programme and the monitoring of students, particularly within the workplace.

Students brief cameos

Permission has been granted by both students below for their information to be included in this approval document

Sam LaTouche

Sam studied for her FAETC Teaching Qualification at Weston College while working as a support worker for MENCAP and teaching at a local day centre for people with learning difficulties.

Since joining Weston College in 2001 as a Support Worker, Sam has developed her skills by studying for an NVQ Advanced Certificate in Learning Support Level 3, BSL Sign language and is currently taking a City and Guilds qualification in Professional Development.

Sam, who enjoys kickboxing in her spare time, says: "The experience and training gained at Weston College has enabled me to work with students from across the College – from within the foundation division and the 14-16 Link Programme and those on Sports and Public Services courses."

Sam is currently working on supporting students with ADHD/ADD and hopes to progress to the Foundation Degree in Inclusive Practice later on this year.

Jenny Sutherland

Jenny hopes to follow in her son, Robert's, footsteps by taking a FdA Degree at Weston College. But unlike her son who opted for an Art and Design Foundation Degree Jenny has chosen a Foundation Degree in Inclusive Practice.

Jenny hopes the course will further her career as a support worker in the College's Integrated and Community Education Faculty. The busy mum hopes to progress and gain a full degree in her chosen subject.

"The course is very accessible as it will take place in Weston and I can study without giving up work. It is in an area which I'm interested in and is relevant to the work I do. I hope to become a specialist support tutor for students with Autistic Spectrum Conditions (ASCs)."

Staff Development

All tutors on the FdA Inclusive Practice will have access to staff development opportunities at Weston College and access to relevant and appropriate aspects of staff development at UWE Bristol

Management of standards and Quality Assurance

The QAA code of practice for the assurance of academic quality standards in higher education was considered when developing the FdA in Inclusive Practice.

Stakeholders will be requested to participate in the regular review and evaluation of the programme. There will also be opportunities for the learners to comment on their work-based learning experiences, and their comments will be considered in annual monitoring processes. All modules will be subject to evaluation via student feedback evaluation forms.

The College policy on Quality assurance has also been incorporated into the programme and the FdA in Inclusive Practice will be subject to continual monitoring and review.

The programme will be reviewed annually to evaluate the effectiveness of the curriculum and of assessment in relation to the intended learning outcomes. Feedback from students, staff, stakeholders and external examiners' reports will be used in this process. (see Annual Review Schedule in appendix)

Weston College will seek to comply with all aspects and timeframes reflected in the UWE appendix 'Programme and Quality Management' and the University's Academic Regulatory Framework.

- Student feedback will be collated by the Course Co-ordinator and module leaders from student questionnaires undertaken during the year.
- Each module will be reviewed by the module leader following completion using the format specified by UWE.
- Quality Management reviews (including a formal annual response) attended by Weston College staff will take place for review and planning purposes.

A self-assessment review using agreed key performance indicators will form the basis of this report, and an action plan produced as a result of findings.

Weston College sees quality management and enhancement as a continuous process, and the annual review through self assessment will provide an evaluative basis for this, as well as ensuring compliance with the University's Academic and Regulatory framework.

Further development of the quality process at Weston College will, in conjunction with UWE, and be reflective of, the needs of Integrated Quality Enhancement and Review (IQER) as specified by the Quality Assurance Agency (QAA).

As part of UWE quality management processes QA meetings will take place annually with the Field Planning Committee and Programme Cluster Leaders and Executives to review and evaluate programme provision. (see appendix)

The annual reflective review seeks to evaluate the student experience, support, guidance, internal management and the validation process. A set of recommendations will ensure continuous improvement.