Programme Specification for FdA Inclusive Education

This document applies to Academic Year 2020/21 onwards

1.	Awarding institution/body	University of Worcester
2.	Teaching institution	The Learning Institute
3.	Programme accredited by	N/A
4.	Final award or awards	Foundation Degree FdA
5.	Programme title	FdA Inclusive Education
6.	Pathways available and/or Linked Honours Degree progression route/s	BA Professional Practice BSc Child and Adolescent Mental Health
7.	Mode and/or site of delivery	Blended learning using approved venues. Consisting of taught sessions in the venues, live online teaching, independent learning as well as two conferences.
8.	Mode of attendance and duration	Blended learning full time (2 years)
9.	UCAS Code	FdA Inclusive Education X365
10.	Subject Benchmark statement and/or professional body statement	Foundation Degree Characteristics Statement (2020) Education Studies Subject Benchmark Statement (2019)
11.	Date of Programme Specification preparation/ revision	April 2019 August 2019, AQU amendments to Section 19. August 2020 – AQU amendments to Section 19. September 2020, benchmark statements updated January 2021 – Amended all instances of FDIE to FDIN to provide consistency across all core course documentation.

12. Educational aims of the programme

An understanding of the barriers to inclusion and equity is critical if practitioners are to ensure that all learners achieve an enjoyable and fulfilling life. Inclusion is a collective effort whereby diverse groups or individuals are culturally and socially accepted, welcomed, and equally treated. Inclusive education can be achieved by putting in place practices which enable individuals with diverse backgrounds, beliefs and experiences to learn together openly, respectfully and collaboratively. This Foundation Degree will provide the opportunity for an exploration of factors that influence learners' engagement with learning and education as well as wider issues in education or society as a whole. With a key focus on inclusion in education, students completing this Foundation Degree will be provided with a broad and balanced knowledge and understanding of the principal features of education in a wide range of contexts. They will be encouraged to engage with fundamental questions concerning the aims, values and outcomes of education and its relationship to society and be provided with opportunities to appreciate the problematic nature of educational theory, policy and practices in relation to the issues of inclusion and inclusive practices. The degree will encourage the interrogation of learning and educational processes in a wide variety of contexts and therefore provide knowledge, skills and practices that practitioners need to guide institutional practices to support people in learning.

The work-related principles upon which this Foundation Degree is built allows the academic study of inclusive education within formal and informal contexts of education, as well as

providing a framework for understanding some aspects of human and social development. The work contexts may encompass a diverse range of groups within educational settings, such as administration, post-16 learning, children's services, community development, and personal and professional development. As such, it is seen as a very useful area of study for students planning careers that involve a range of roles in relation to learning, whatever the context. These can also include supporting and leading the learning of others, for example as a mentor or coach. This Foundation Degree may also be of value to students who wish to understand their own development as reflective lifelong learners.

Other professional skills are likely to include: information management, self-direction, team work, taking initiative, decision-making, time management, seeking support where necessary, critical analysis, research and reflective practice, all of which are valued by employers. Specifically, students will be required to carry out independent work, and in doing so, they will become autonomous in managing their own workloads, in taking initiative, and in working effectively and efficiently to deadlines.

This Foundation Degree has been designed to meet the needs of students from a variety of backgrounds, and to meet the progressive and changing demands of employment. Accessibility for students is supported through the use of a single weekly learning session enabling students to balance study, work and home demands. The use of a blend of face-to-face, online and independent learning further eases the complexities of this balance. An inclusive approach to learning and assessment has resulted in a variety of learning and assessment modes, planned to provide the flexibility needed for successful completion for the full range of successful applicants.

The Foundation Degree is built around a core of modules such as those specifically related to inclusion and diversity in education provision along with skills need for academic study and research. The relevance of these core modules allows students to study with other students on interrelated programmes in their own community. Typically these core modules are taught face-to-face in local venues. This community of practice approach via local delivery in a study group with students from a small number of interrelated programmes provides peer support to enable students to be successful in their study. Specialist modules related to this Foundation Degree are taught using a blended learning approach with teaching taking place live online and some face-to-face delivery. The twice yearly student conferences are designed to enable face-to-face engagement with students on this degree from all study venues, providing opportunities for further development of students' knowledge and understanding of work practices and contexts specific to this Foundation Degree thus promoting employability. The timing of the conferences facilitates study in key specialist modules as well as work-based enquiry.

As a Foundation Degree this course is designed to integrate academic and work-based learning and is intended to equip learners with the skills and knowledge relevant to employment, so satisfying the needs of employees and employers. Work-based learning is a key aspect of the course design which involves learning through work, learning for work and learning at work. It consists of authentic structured opportunities for learning which are achieved in a workplace setting or are designed to meet a workplace need identified in consultation with employers. This type of learning typically has a dual function of being designed to meet the learning needs of the employee, be they paid or voluntary, developing their knowledge, skills and professional behaviours, and also meeting the workforce development needs of the organisation. As work-based learning is an integral part of this Foundation Degree students are required to undertake relevant paid or voluntary work each week throughout the course of the programme, with the expectation that students have access to 7 hours per week across the study year.

The FdA Inclusive Education aims to provide students with opportunity to:

(1) Build knowledge, understanding and experience of practice across a range of settings, both within and beyond schools, through the integration of knowledge, skills, values, research practices and experience relevant to practice in inclusive education.

(2) Appreciate the diversity of the individual's lived experience relating to inclusion in educational contexts including the effects of local, national and global policies and the influence of factors such as culture and diversity, society, politics, history, technology and economic development.

(3) To examine critically, and in-depth, national and international policy and dimensions of inclusion in its broadest sense, in contemporary society.

(4) Apply learning to examine, identify and seek to respond to the complex interrelated experiences of learners, including the ability to interrogate notions of disability and inclusion.

(5) Analyse theory in relation to practices when considering issues related to inclusion in educational contexts and the wider challenges around inclusion at all levels in society.

(6) Understand and construct arguments relating to relevant issues such as the impact of social justice and sustainability on inclusive education, recognising the lived experiences such as children with additional needs and/or living with vulnerable adults as parents.

(7) Reflect on their own value systems and how these developed, together with learning and practices in order to enhance their development as a learner and a practitioner.

(8) Demonstrate ethical behaviours in their professional and academic conduct.

(9) Construct and present ideas and arguments in a well-structured and coherent manner using appropriate academic conventions including analysis and evaluation of concepts and theories encountered in their studies in relation problems and solutions.

(10) Access, organise and make use of relevant information from a variety of sources including from primary and secondary sources and via digital technologies.

(11) Apply their knowledge, understanding and skills to new situations, including in the workplace. In doing so consider how the sustainability of this application of their knowledge, understanding and skills supports their progression into employment and subsequently into graduate employment.

(12) Begin to understand and identify the complex interaction between education and the socio-political contexts for learning including understanding of: perspectives of child protection, child and vulnerable adult safeguarding processes, inclusion disability, diversity and intersectionality.

13.   Intended learning outcomes and learning, teaching and assessment methods

Knowledge and understanding		
LO no.	On successful completion of the named award, students will be able to:	**Module Code/s**
1.	Recognise differing perceptions of inclusive education, showing a critical understanding of the diversity of individuals' experiences in different contexts and explain how these perceptions influence concepts, policy and practices.	FDIN2001, FDIN1001
2.	Demonstrate how notions of self and identity impact on upon an individual's sense of personal agency and so provide an understanding of the role the professional can take in promoting inclusive education.	FDLI2004
3	Explain how through an understanding of intersectionality successful provision can addresses barriers to inclusion for individuals and groups.	FDIN2002
4	Recognise and understand the professional roles and responsibilities supporting learners from diverse backgrounds and within this have a working knowledge of procedures relating to key roles in the work place from multi- and inter-professional positions.	FDIN2002

Cognitive and intellectual skills		
LO no.	On successful completion of the named award, students will be able to:	**Module Code/s**
5	Demonstrate the personal learning and skills of enquiry required to develop an independent approach to learning whilst understanding the limits of their knowledge and how this may influence analyses and interpretations based on that knowledge in the workplace.	FDLI2001, FDLI2002
6	Analyse and critically evaluate concepts, theory, policy and practices in their application to inclusive education.	FDLI2004, FDIN2001
7	Justify practices and actions taken by practitioners to meet the needs of children and young people in addressing barriers to access and provision in education.	FDIN2001
8	Understand implications of their work with learners and apply appropriate actions in accordance with values and prescribed practices.	FDLI2001

Skills and capabilities related to employability		
LO no.	On successful completion of the named award, students will be able to:	**Module Code/s IE**
9	Identify a range of contextual factors that impact on the learner's experience, such as security, social and political influences as well as physical and emotional needs.	FDIN2002
10	Apply successfully a range of knowledge and skills in practice and so solve problems that will support inclusive education for children, young people and adults.	FDIN2002
11	Explore the relationship between theory and practice and so suggest solutions to problems in practice.	FDLI2002

Transferable/key skills		
LO no.	On successful completion of the named award, students will be able to:	**Module Code/s IE**
12	Process and synthesise primary data, to create new understandings of inclusive practice and so justify a chosen position having drawn on relevant theoretical perspectives.	FDLI2002
13	Employ a reflective approach to review personal, academic and professional knowledge and understanding in order to enhance their personal development planning.	FDLI2001
14	Communicate effectively information, arguments and analyses in a variety of forms, to a range of audiences.	FDIN2002
15	Recognise, understand and critically reflect upon relevant research and apply research techniques in practice.	FDLI2002

Learning, teaching and assessment

As a Foundation Degree, this course intertwines academic and work-based learning, where experience within the workplace takes a central place upon which to build new learning. This new learning takes place across all elements of the degree, during teaching, through independent learning and from work-based learning. A significant aspect of this course is peer learning including that which has been informed by learning from work-based colleagues.

Teaching and learning takes place within a blended learning approach. This approach is seen as the use of both face-to-face and online activities to support learning where the benefits can be seen in the development of the student's ability to work independently, becoming more self-

directed in their approaches to learning[1]. In this Foundation Degree, blended learning will consist of:

- face-to-face teaching with tutors, including two conferences each year;
- live online teaching;
- independent learning, some which is guided by tutors;
- work-based learning.

Within the taught sessions, peer learning is facilitated through group work with students.

To enable their online learning students are expected to have the necessary ICT skills and technology to access the online learning aspects of this degree programme. Nevertheless, students will be provided with training and support to further develop the ICT skills needed to work effectively. These skills, along with the technologies needed, will be self-assessed in the first instance within pre-course tasks and then, as the degree programme progresses, further supported via the Personal Academic Tutor (PAT) and by the partner academic librarian.

Teaching

A core of modules centred on academic and professional development will be taught face-to-face (Table 1: Modes of Learning) in each venue with study groups likely to consist of students from across degrees in that particular study venue. Within each study venue, these core modules will typically be taught by the Personal Academic Tutor who will, in addition, provide scheduled tutorials on at least four occasions in the first year and three occasions in the second year. In addition, work-based learning will provide a major contribution to learning (see below).

The two conferences are integral to the learning on the course (Table 1: Modes of Learning). They are designed to provide face-to-face engagement with students on this Foundation Degree from all delivery venues across the country. To support this, each conference includes 5.5 hours of face-to-face teaching for a particular module, with the opportunity of inclusion of specialist speakers. The remaining conference time of around 3 hours will be dedicated to skills training such as for IT and resources searching as well as student feedback and consultation. There will be additional social time during breaks to meet students and staff from across the suite of Foundation Degrees and from other delivery venues.

Other specialist modules will be taught using a blended learning approach, predominantly via live online teaching though making use of some face-to-face teaching (Table 1: Modes of Learning). Online learning via Blackboard and Collaborate includes this live online teaching, thus enabling students to share the learning experience with others across all venues studying on their degree programme.

In a typical week students will have around 5.5 contact hours of teaching with delivery designed to fit with work-based learning.

Given the blended learning approach to delivery, this contact time could take many forms which could be facilitated either face-to-face or live online, such as:

- Lectures
- Workshops
- Seminars
- Tutorials
- Group work
- Student presentations
- Practical activities
- Problem-based learning

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[1] Linder, K.E. (2016) *The Blended Course Design Workbook : A Practical Guide.* Stylus Publishing: ProQuest Ebook Central.

- Discussions

This Foundation Degree has been designed as one of a suite of interrelated Foundation Degrees in recognition of the benefits of shared professional learning. Modules have been chosen and constructed with this in mind with the majority of modules in level 4 being offered across this range of Foundation Degrees. As such, there is the potential that face-to-face sessions in either core or specialist modules could involve students from up to 4 other interrelated Foundation Degrees, thus providing a mixed group of interrelated professionals. This is designed to provide opportunities for comprehensive discussions and peer learning opportunities, where learning about others' professional roles and responsibilities enriches the learning experience.

Modules delivered via live online learning have foci and learning experiences specific to individual roles and Foundation Degrees. However, at times these specialised modules will be available within more than one of the interrelated Foundation Degrees, again providing the opportunity for an enriched learning experience.

Work-based learning

It is expected that students are engaged in work-based learning, either in an employed or voluntary capacity, for a minimum of 7 hours a week, with some hours accrued each and every study week. Students will need to evidence a minimum of 200 hours WBL over each year of the degree. Work-based learning provides the opportunity to integrate academic and professional practice competence and is intended to equip learners with the skills and knowledge relevant to current employment and future graduate employment.

Independent learning

The University places emphasis on enabling students to develop the independent learning capabilities that will equip them for lifelong learning, future employment, as well as academic achievement. Student's independent learning will include aspects of online learning, for example learning in preparation for the next teaching session and preparations for assessment. At times this independent learning may be guided by the tutor. Therefore, in addition to the teaching time, students are expected to undertake around 25 hours of personal self-study per week. Typically, this will involve 15 hours of guided independent study and 10 hours of preparation for assignments.

A mixture of independent study, teaching and academic support from Student Services and Library Services, and also the Personal Academic Tutoring system enables students to reflect on individual progress and build up a profile of skills, achievements and experiences that will help them to flourish and be successful and be successful in securing graduate employment.

Independent learning is supported by a range of excellent learning facilities. With the exception of key texts bought by the student, this Foundation Degree has been designed to be successfully completed making use of electronic resources available including those on Blackboard, the virtual learning environment and the extensive electronic resources via the UW Library Services. The Hive and other physical library resources are available on the University's main campus in Worcester should students want to access these.

Table 1: Modes of learning

Mode of learning via:	Core modules	Specialist modules	Weekly time

Face-to-face teaching	Taught face-to-face in study venue. Likely to include study with students on other interrelated Foundation Degrees to share learning from practice	*Some* face-to-face teaching weeks when generic content is appropriate for study in interrelated Foundation Degrees.	Weekly teaching is *either* face-to-face *or* live online. 5.5 hours
Live online teaching		*Predominantly* teaching is live online to facilitate contact with all students on this Foundation Degree to share specific practice related to this degree.	
Conference Face-to-face teaching	Conference provides opportunity to explore the skills needed for practitioner-based enquiry.	Conference provides opportunity to explore key modules specific to this Foundation Degree.	*Replaces that week's 5.5 hours of weekly teaching time.*
Conference	*Additional time provided for skills training, student feedback and consultation*		
Independent study	Independent study included preparation for assignments completed in addition to taught sessions; at times this will have been guided by tutors.		Typically 25 hours
Work-based placement	Work-based placement provides key learning environment to integrate academic and work-based learning.		7 hours

Teaching staff

Students will be taught by a teaching team whose expertise and knowledge are closely matched to the content of the modules on the course. As teaching is informed by contemporary research and consultancy the tutor team includes educators, academics as well as specialist professionals in various fields.

Assessment

The course provides opportunities to test understanding and learning informally through the completion of practice or 'formative' assignments. Each module has one or more formal or 'summative' assessment which is graded or marked as pass/fail. Those graded count towards the overall module grade.

The formal summative assessment pattern for each year of the course is:

Level 4
Literature review
Patchwork
Essay
Case study analysis
Report
Reflection
Presentation
Critical reflection
Evidence of the accumulated 200 work based learning hours

Level 5
Critical reflection
Critical discussion
Essay
Case study analysis
Patchwork
Presentation
Portfolio
Evidence of the accumulated 200 work based learning hours

14. Assessment strategy

The programme's assessment strategy has been considered within the context of UW's Learning and Teaching Strategy, Assessment Policy, Curriculum Design Policy and Policy on the Management of Work-based and Placement Learning. The assessment strategy is designed to enable students to demonstrate their achievement of the programme aims and learning outcomes, module learning outcomes and key skills development.

Formative and summative assessment strategies are used to support personal and professional development, which underpins but also goes beyond the achievement of specific learning outcomes. The choice of summative assessment type is determined by its appropriateness in allowing the student to demonstrate they have understood and can meet the learning outcomes giving opportunity for achievement across the full range of grades. Both formative and summative assessments encourage and promote reflection and learning that enable students to think critically and analytically and in doing so analyse and evaluate evidence and current practices. Students will be encouraged to apply this knowledge within their own developing practice.

Progression in assessment is planned across level 4 and level 5, through differently weighted mark schemes with greater demand for critical reflection being required at level 5. A grid showing assessment methods and weightings mapped to modules at each level is included in the assessment section of the course handbook. In the relevant module guide, each assignment has marking criteria based on generic grade descriptors such as:

- Focus and aim of assignment and knowledge and understanding
- Critical approach to reading
- Analysis, argument, reflection and conclusions
- Ability to relate theory to practice
- Clarity of written work and development of academic writing style
- Structure and academic conventions

Wherever possible and practical the anonymity of students in the marking process will be maintained.

15. Programme structures and requirements

Award Map for a Foundation Degree

There are no optional modules at either level 4 or 5 and so modules are mandatory.

Course Title: FdA Inclusive Education		
LEVEL 4		
Module Code	**Module Title**	**Credits** (Number)
FDLI1001	Supporting academic skills	15
FDLI1002	Professional enquiry	30
FDLI1003	Promoting the enabling environment	30
FDIN1001	Introducing inclusive education	15
FDLI1004	Human growth and development	30

Requirements at Level 4
Students must successfully complete 120 credits in total at Level 4.

LEVEL 5		
Module Code	**Module Title**	**Credits** (Number)

FDLI2001	Understanding our personal and professional selves	15
FDLI2002	Practitioner enquiry in action	30
FDIN2001	Discourses in disability	30
FDIN2002	Assessing and evaluating provision to promote the inclusion of individuals and groups	30
FDLI2004	Agency in children and young people	15

Requirements at Level 5
Students must successfully complete 120 credits in total at Level 5.

Work based learning

The degree requires that students are engaged in relevant work-based learning either in an employed or voluntary capacity for the duration of the course. For the purpose of this Foundation Degree, work based learning can be achieved in any suitable environment with appropriate learning opportunities working with learners. Suitable placements include, schools, specialist schools, hospital schools, colleges, universities, training and education providers, residential schools, area resource bases, clubs and societies where learning takes place.

All students will have a WBL mentor. Even where lone working is part of the role there must be a mentor available to support and monitor development.

The experiences gained on placement are essential to the achievement of the Foundation Degree and will also be used to enhance your learning in other modules of the course. Learning in practice is supported through a mixture of work based learning activities, face-to-face delivery, e-learning, directed tasks including research in work place.

Given the significance of WBL throughout the degree the expectation is that students will be engaged in WBL from week 4 in level 4 and week 1 in level 5. These WBL hours should be spread evenly across the year, with some hours accrued each and every study week. This is to provide appropriate WBL experiences in each module. A recommendation is that students access a minimum of 7 hours in a workplace each study week across both years. In order to accommodate occasional illness and unexpected workplace closure, students will need to evidence a minimum of 200 hours WBL over each year of the degree. These hours must be completed and will be included in the assessment of in the following modules: FDLI1003 and FDIN2002.

16. QAA and professional academic standards and quality

This Foundation Degree award is located at Level 5 of the FHEQ and has been constructed to allow students to demonstrate the knowledge and qualities as described within the QAA Foundation Degree Characteristics Statement (2020) and within the SEEC (2016) Credit level descriptors for HE. The Subject Benchmark Statement Education Studies Subject Benchmark Statement (2019) has also been used to develop this programme.

Foundation Degree Characteristics Statement (2020)
https://www.qaa.ac.uk/docs/qaa/quality-code/foundation-degree-characteristics-statement-2020.pdf?sfvrsn=6fc5ca81_10

Education Studies Subject Benchmark Statement (2019)
https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-education-studies.pdf?sfvrsn=3ae2cb81_5

17. Support for students

Students will be supported by a Personal Academic Tutor (PAT), module tutors, course leader and work based learning mentor. In addition the partner academic librarian, partner student support team and partner careers advisor provide additional layers of more specialist support for students. Staff are available via email, the Blackboard Virtual Learning Environment and telephone as appropriate. Students are also supported via student representation on Course Management Committee

Individual support

The PAT is key in ensuring that students are engaged and supported through out each year and usually delivers a high proportion of the modules across each year. In particular the PAT provides tutorial support in person, via email or telephone on 4 occasions in level 4 and 3 in level 5. This level of involvement ensures appropriate contact time to enable the development of effective working relationships whilst enabling students to build an understanding of the engagement requirements for achievement.

Online Learning Environment

Online support will be available through e-mail and the use of the Blackboard Virtual Learning Environment. Students will be provided with training and support to develop the ICT skills needed to work effectively through the online environment. These skills will be self-assessed in the first instance within pre-course tasks and further supported via the PAT and by the partner academic librarian.

Peer support

As the peer learning support system is integral to the course design and organisation, peers within delivery venue study groups provide a major line of support. The peer support from other students in these local groups, whether studying on the same degree programme or on other interrelated degree programmes, will enable students to maintain engagement and achieve high level outcomes.

Student conferences

The use of twice yearly conferences provide the fulcrum for student interactions with others on the same degree programme whilst learning about professional practice across a wide range of working contexts and localities through peer discussions, thus ensuring that online interactions for degree specific modules are both personal and developmental. The conferences provide a distinctive feature for this Foundation Degree and the other interrelated Foundation Degree programmes associated with it.

The University of Worcester Student Services and the Disability and Dyslexia Service can be accessed through the following links:

http://www.worcester.ac.uk/student-services/index.htm
https://www2.worc.ac.uk/disabilityanddyslexia/

18.   Admissions

Admissions policy

Applications are considered from individuals from a wide range of prior educational and employment experiences. A lack of formal qualifications is not necessarily a barrier to joining the course if an applicant has relevant experience and commitment to learning. The admissions policy for the programme is designed to encourage access to higher education through a policy of equal opportunity regardless of race, gender, disability, sexual orientation, religious belief or age. The course is also committed to widening participation.

We welcome applicants who can demonstrate the ability to benefit from the course and show their potential to complete the course successfully.

For all applicants, current or recent experience of working with learners such as employment or work in a voluntary capacity within a work setting, is desirable.

Entry Requirements

The normal minimum entry requirement for Foundation Degree courses is the possession of 4 GCSEs (Grade C/4 or above) and 1 A Level (or equivalent Level 3 qualification).

Evidence of level 2 literacy is required, for example key skills or functional skills at level 2 or GCSE English Language at grade C/4 or above. As an alternative students whose first language is not English may present evidence of a minimum standard of English at IELTS level 6 (with no less than 5.5 in each element). If you do not have evidence of literacy at level 2 or above then you will expected to complete a written task to demonstrate competence in written English.

The current UCAS Tariff requirements for entry to this course are published in the prospectus and on the UW website. See Admissions Policy for other acceptable qualifications.

The University of Worcester is committed to providing education to all those who can demonstrate the potential to benefit and succeed. We welcome applicants who hold qualifications/experience different to those shown in this section who can demonstrate the ability to benefit from the course and show their potential to complete the course successfully. See admissions/selection criteria below.

Course Requirements

Work-based learning

As explained in section 15 the degree requires having suitable access to a relevant work setting. Students will be expected to have access to a relevant work setting from week 4 of the course. Although this responsibility lies with the student, The Learning Institute can offer some support in sourcing a work place setting when necessary.

Disclosure and Barring Service (DBS) requirements

Students are required to have an Enhanced Disclosure and Barring Service (DBS) check. Students will not be able to commence practice until clearance is confirmed. Students who are signed up to the DBS update service may not need a new DBS, the University will confirm on an individual basis. Students without a DBS will need to apply for one through the University of Worcester. If the DBS declaration notes a criminal offence, this will be referred to University of Worcester Registry Department for a decision. The University has the right to refuse access to the course to any candidate regarded as unsuitable due to past convictions or cautions.

This requirement complies with the latest guidance in the Admissions Policy Sections 18 & 19.

Recognition of Prior Learning

Details of acceptable Level 3 qualifications, policy in relation to mature students or applicants with few or no formal qualifications can be found in the prospectus or on the University webpages. Information on eligibility for recognition of prior learning for the purposes of entry or advanced standing is also available from the University webpages or from the Registry Admissions Office (01905 855111).

Further information on Recognition of Prior Learning can be found at http://www.worcester.ac.uk/registryservices/941.htm

Admissions procedures

Full-time applicants apply through UCAS
FdA Inclusive Education X365

Offers of places are usually made on the basis of the application. However when there is insufficient information on the application form to make a judgement a telephone discussion with representatives from the course team may be required

Admissions/selection criteria

Applications are welcomed by candidates from all sections of the community and there is commitment to the promotion of equal opportunities for all

Applicants with limited or no formal qualifications will be considered and candidates are encouraged to apply if they feel they can benefit from the programme. Candidates with non-standard entry applications will be considered on the basis of relevant work experience and attainment of skills, which demonstrate an ability to study at this level. Students with non-standard qualifications may be asked to complete a learning needs assessment.

Students will be selected through a scrutiny of the application form. Through exploration of personal statement, reference and current/previous work experience in a paid or voluntary capacity, focussing on:
1. Commitment to working with and for babies and young children;
2. Insight into the candidates' qualities and values;
3. Personal skills needed for working with babies and young children;
4. Literacy skills in relation to how these will enable them to fulfil the requirements of the course.

19. Regulation of assessment

The course operates under the University's <u>Taught Courses Regulatory Framework</u>

Requirements to pass modules

- Modules are assessed using a variety of assessment activities which are detailed in module specifications.
- The minimum pass mark is D- for each module.
- Students are required to submit all items of assessment in order to pass a module, and in all modules, a pass mark in each item of assessment may be required.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

Submission of assessment items

- Students who submit course work late but within 7 days (one week) of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 7 days (one week) of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations please see the Taught Courses Regulatory Framework.

Retrieval of failure

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade.
- Reassessment items that are passed are capped at D-.

- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module); the module grade for a re-taken module is capped at D-.
- A student will be notified of the reassessment opportunities in the results notification issued via the secure student portal (SOLE). It is the student's responsibility to be aware of and comply with any reassessments.

Requirements for Progression

- A student will be permitted to progress from Level 4 to Level 5 if, by the time of the reassessment Board of Examiners, they have passed at least 90 credits at Level 4. Outstanding Level 4 credits must normally be studied in the following academic year.
- A student who, by the time of the reassessment Board of Examiners, has failed 90 credits or more (after exhausting all reassessment opportunities) during the academic year, will have their registration with the University terminated
- If a student has not passed at least 90 credits by the reassessment Board of Examiners, the student is not permitted to progress to the next level and will be required to either complete outstanding reassessment or retake the failed modules the following academic year. Students will be able to carry forward any passed modules.

This course is subject to the University's fitness to practice procedures.

Requirements for Awards

Award	Requirement
Cert HE	In order to be eligible for the exit award of Certificate in Higher Education in the named subject/area of study, a student must have passed at least 120 credits in total including the mandatory modules for level 4 of the award as specified on the award map.
Foundation Degree FdA	120 credits at Level 4 and 120 credits at Level 5 as specified on the award map.

These awards are not classified.

20.   Graduate destinations, employability and links with employers

Employers have been consulted to ensure that the course maintains a closeness to practice supporting progression and so preparing students for future careers in a range of operational contexts as identified in the section below.

Student employability

The Foundation Degree allows students to prepare for employment in a number of ways. On successful completion of the Foundation Degree students will have enhanced knowledge and skills related to roles in inclusive education.

As a work based qualification the work based learning opportunities enable exploration of effective professional practices. In addition values appropriate for working roles will be established and strengthened during the course. The provision of careers advice, support for preparing applications and for interviews is available.

Graduate destinations

Graduates are expected to seek employment working in statutory, voluntary and private sector organisations. The Foundation Degree will support students in pursuing careers in areas such as:

- *Specialist learning support assistant*
- *Residential school support worker*
- *Family support worker*
- *Roles within children's centres,*
- *Youth support worker*
- *Social worker*
- *Residential school support worker*
- *Specialist teacher*

N.B. Further study may be necessary for some these. Further advice is available during the course and from TLI and UW Careers Advisors.

Progression to Linked Honours Degree(s)/Top-Up Degree(s)

The BA (Hons) Professional Practice (BAPP), approved in 2009, with pathways of Early Years, Education and Children's Services provides a progression route for students following the Foundation Degree as well as the BSc (Hons) Child and Adolescent Mental Health Top-Up, approved in 2015, provide routes for students following the Foundation Degree. Students successfully completing the Foundation Degree are eligible to apply for a place on either course. Students will be notified of the appropriate time to apply for either course, the application will be made via students' SOLE pages. It is the intention to provide a specific Top-Up Degree for this Foundation Degree, though this has not yet been validated there has been an agreement to validate this to be ready for graduates of this Foundation Degree.

Links with employers

The Foundation Degree provides opportunities for career progression for students who are already in employment or working voluntarily. Employers are involved in the course design, monitoring work based learning as well as in module delivery as tutors. During study, students will either be employed or volunteering in education settings and in statutory, voluntary and private organisations, including roles within children's centres, early year's settings, and youth support programmes, schools, and primary care settings. As a work based learning degree this closeness to practice provides students with ongoing contact with employers thus enabling them to respond to changes in practices and new professional developments ensuring that their working knowledge of the sector is up to date and relevant.

Please note: 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 s/he 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 each module can be found in associated course documentation e.g. course handbooks, module outlines and module specifications.