

UCAS code: X161

This handbook is published for students studying at University Centre Weston on the above programme and is available in a range of alternative formats on request.

FdA Inclusive Practice

University Centre Weston

in partnership with

University of the West of England

Programme Handbook

Contents

[1. Introduction 1](#_Toc527635785)

[Welcome 1](#_Toc527635786)

[Purpose of the Handbook 1](#_Toc527635787)

[2. Course content 2](#_Toc527635788)

[Course Distinctiveness 2](#_Toc527635789)

[3. Course Aims 6](#_Toc527635790)

[Learning Outcomes 6](#_Toc527635791)

[Interim Awards 9](#_Toc527635792)

[Progressing onto Honours Degree 9](#_Toc527635793)

[4. Learning Environment 10](#_Toc527635794)

[Learning and Teaching Methods 10](#_Toc527635795)

[Work-based Learning 11](#_Toc527635796)

[5. How Quality is Assured 12](#_Toc527635797)

[Quality monitoring and evaluation 12](#_Toc527635798)

[External examiners 13](#_Toc527635799)

[External references 13](#_Toc527635800)

[6. Module Descriptors 14](#_Toc527635801)

[7. Appendices i](#_Toc527635802)

[Appendix 1 - Marking Criteria i](#_Toc527635803)

[Appendix 2 – Policies and Procedures iv](#_Toc527635804)

# Introduction

## Welcome

Welcome to the FdA Inclusive Practice Foundation Degree. This course is offered in partnership between UWE and University Centre Weston. You are a registered student at UWE and at UCW, and you have access to services on both sites.

A Foundation Degree acknowledges experience of working in a related area of professional practice. You will obtain the Foundation degree after two years and after this you can apply to join the BA Hons course at UWE for a final third year. A strong feature is the assessed work-based learning component, providing you with hands-on real-life experience, allied to college-based learning.

## Purpose of the Handbook

This handbook gives you essential background information that will be of help in your studies on the Inclusive Practice Programme. It provides links to the definitive data sources wherever possible. The handbook can be accessed via your Moodle account: <https://moodle.weston.ac.uk>

Please note that the electronic version will be kept up to date and you will be notified of any significant changes. If you have taken a hard copy of any information please remember to refer back to the electronic version to ensure that you are working with the most up to date information.

For **module information** please see the respective Module Handbook.

We hope you have an enjoyable and successful time.

Should you need to contact me my room, 324, is situated on the third floor of Knightstone Campus. I can also be contacted via e-mail:

[Jenny.sutherland@weston.ac.uk](mailto:Jenny.sutherland@weston.ac.uk) or by telephone 01934 411411 ex 371

I look forward to working with you all.

*Jenny*

# Course content

## Course Distinctiveness

The FdA in Inclusive Practice is work-based; all of you will be in jobs working with people with learning difficulties/disabilities or working with organisations responsible for providing a service for individuals with learning difficulties/disabilities. As students on the programme you will be supported in the workplace through a range of directed tasks as part of your learning on modules. Each module within the programme seeks to relate your learning to your work place experiences in order to enhance your professional practice. The assessment criteria for the programme reflect this expectation for each module.

The Professional Practice module **UTTGTP-30-2** contains specific learning outcomes related to professional practice. The learning outcomes are met by successful completion of the module through assessed practice in the work place. Work based mentors are asked to support you in the work place setting by enabling you to gain experiences relevant to the demands of the programme. (Please see Learning Contract found at the end of this handbook, which you need to complete and return by the second week of your course).

The overall responsibility for assessment remains the responsibility of the module tutor, who visits you in your work based setting to assess your professional practice in relation to the learning outcomes for the module. You are encouraged to reflect on your practice and show evidence of this in your professional file.

There is a minimum requirement that you will complete at least 600 hours of work-based learning over the 2 year duration of the course.

The subjects of Person Centered Planning (PCP) and Self Directed Service (SDS) are addressed in many of the modules along with an understanding how working in partnership, social cohesion and well-being are an essential part in proving effective support in your professional practice. The Social Model of disability underpins the whole approach to the curriculum for this programme. In addition, we are committed to the principles of Equality and Diversity and Safeguarding. This commitment underpins and impacts on every area of activity of the FdA Inclusive Practice and influences how we work and what we do.

If you successfully gain 120 credits at level 1 and 120 credits at level 2, you can apply for progression to the Year 3 UWE BA (Hons) Education in Professional Practice.

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Figure 1: Framework for Higher Education Qualifications

This course has been designed with employability in mind and has been written to enable students to engage with the issues and developments affecting Inclusive Practice. Its vocational focus allows students to spend a significant amount of time within the workplace in order to gain experience, manage a variety of small projects and develop a range of skills. A vocational approach is underpinned by academic theory and industry standards which allow students to assess situations, make comparative judgments and suggest a range of alternative approaches. The modules have been designed to deliver a balance of theory and practical experience of key aspects of Inclusive Practice.

Each programme has an identified link tutor from its validating partner University whose role it is to support the Weston team and students. The link tutor for your programme is:

|  |  |  |  |
| --- | --- | --- | --- |
| Maggie Weber | Link Tutor |  | [Maggie.weber@UWE.ac.uk](mailto:Maggie.weber@UWE.ac.uk) |

**Course structure**

### Year One

| **Full time - Year 1 of study** | | | |
| --- | --- | --- | --- |
| **Level** | **Title** | **Credits** | **Code** |
| **1** | **Contributing to the Support of People on the Autism Spectrum** | **30** | **UTTGT3-30-1** |
| **1** | **Thinking and Learning** | **30** | **UTTGPY-30-1** |
| **1** | **Positive Interaction with Learners** | **30** | **UTTGSX-30-1** |
| **1** | **The Voice of the Learner** | **30** | **UTLGSY-30-1** |

### Year Two

| **Full time - Year 2 of study** | | | |
| --- | --- | --- | --- |
| **Level** | **Title** | **Credits** | **Code** |
| **2** | **Autism Spectrum and Communication Skills** | **30** | **UTTGT7-30-2** |
| **2** | **Professional Practice** | **30** | **UTTGTP-30-2** |
| **2** | **Independent Study** | **30** | **UTTGTR-30-2** |
| **2** | **Issues of Mental Health** | **30** | **UTTGT8-30-2** |

All HE programmes at UCW are delivered as a collection of modules, which build on each other to form a complete programme of study. Each module carries a credit rating, defining how much study time it takes to complete. Notionally, 1 credit equates to 10 hours study time (so 10 credits = 100 study hours). “Study hours” includes lectures, seminars, tutorials, group work, independent study and research – in fact, any time that contributes to your learning on the module.

# Course Aims

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.

## Learning Outcomes

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:UTT-GPY-30-1 | Module No: UTL-GSY-30-1 | Module No: UTT-GSX-30-1 | Module No: UTT-GT7-30-1 | Module No: UTT-GT8-30-2 | Module No: UTT-GT7-30-2 | Module No: UTT-GTP-30-2 | Module No: UTL-GA7-30-2 |
| **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; | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 |
| 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; | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 |
| 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. | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 |

The learning outcomes are met by successful completion of the individual modules through presentation, written assignments and assessment through practice in the work place.

## Interim Awards

Students who do not complete the course but successfully achieve at least 120 credits will be eligible to receive the interim award of a **Certificate of Higher Education.**

## Progressing onto Honours Degree

You can ‘top-up’ your FdA/FdSc degree to a BA/BSc (Honours) degree by an additional year of study.

To be eligible for progression you must have gained 240 credits, 120 credits at Level 4 and 120 credits at Level 5. The deadline for applications is usually on or before 1st May in the final year of Foundation Degree studies.

Your tutor will arrange a meeting with the Course Leader at UCW to discuss the modules on offer on the top-up degree and answer any questions that you may have. You are also welcome to visit the campus and meet with staff and students.

Ctrl+Click here to return to the table of contents

# Learning Environment

## Learning and Teaching Methods

UCW has a Learning and Teaching Strategy for Higher Education, which underpins our approach.

We intend that the learning programme should be both stimulating and demanding, and should lead you through progressive stages of development, towards increasingly complex and open-ended tasks, increasingly sophisticated application of intellectual/conceptual and personal (transferable) skills, and increasingly independent study.

A variety of learning methods will be used, which might include:

* Lectures
* Seminars
* Experiential learning
* Reflective learning
* Skills practice
* Group work and group discussions
* Workshops
* Case studies
* Student presentations
* Information and communications technology (ICT) based activities
* Visiting speakers/expert practitioners will be used during the programme

UCW actively encourages the development of technology enhanced learning and you will find staff utilising new teaching methods to enhance your learning experience.

## Work-based Learning

Students will be expected to carry out a range of directed tasks in the workplace guided by the modules they are studying. This is an essential component as each module within the programme seeks to relate learning to the work place experiences in order to enhance the practitioner’s professional practice; The assessment criteria for the programme reflects this expectation for each module.

The professional practice module of the course contains specific learning outcomes related to the individual’s professional practice. The learning outcomes are met by successful completion of the module through assessed practice in the work place. Work based mentors are asked to support the student in the work place by enabling them to gain experiences relevant to the demands of the programme. During this module students can be expected to be involved in several key learning tasks, carrying out a minimum of 30 hours practice which should include working with a small group of at least 3, on a 1-1 basis and with an individual with specialist requirements. These will be observed by their tutor in the first instance and then by their mentor in the work place. For the observations students will be required to use their learning from modules showing; student profiles, planning, resources as well as the delivery of the session. Confidentiality and ethical consideration is a vital element which is stressed throughout all modules and underpins course expectations.

In addition to the observations, students are required to produce a professional file of evidence which should include a high level of reflection and evaluation, demonstrating areas and issues which inform and influence their professional practice. This is based on a process of reflection and recording of what is learnt from everyday experiences, as well as planned learning activities. Good reflective practice underpins many of the teaching and learning strategies, which should prove to be particularly useful in clarifying links between current theory and professional practice.

# How Quality is Assured

## Quality monitoring and evaluation

The programme you are studying was approved by UWE. As part of the approval process it was assured that

* the content of the programme met national benchmark requirements;
* the programme met any professional/statutory body requirements; and
* the proposal met other internal quality criteria covering a range of issues such as admissions policy, teaching, learning and assessment strategy and student support mechanisms.

This was done through a process of programme approval which involves consulting academic experts including subject specialists from other institutions and industry.

### How we monitor the quality of this programme

The quality of this programme is monitored each year through evaluating:

* external examiner reports (considering quality and standards);
* statistical information (considering issues such as the pass rate); and
* student feedback including the National Student Survey (NSS).

Drawing on this, and other, information programme teams undertake an annual monitoring process, in accordance with the University's quality policy.

Once every six years an in-depth review of the subject area is undertaken by a panel that includes at least two external subject specialists. The panel considers documents, looks at student work, speaks to current and former students and speaks to staff before drawing its conclusions. The result is a report highlighting good practice and identifying areas where action is needed.

### The role of the Programme Committee

This course has a Programme Committee comprising all relevant teaching staff, student representatives and others who make a contribution towards its effective operation (e.g. library/technician staff). The Programme Committee has responsibilities for the quality of the programme and plays a critical role in the University's quality assurance procedures.

## External examiners

The standard of this programme is monitored by at least one external examiner. External examiners have two primary responsibilities:

* To ensure the standard of the programme; and
* To ensure fairness and equity.

The external examiner(s) for your programme:

|  |  |  |
| --- | --- | --- |
| Name | Role in institution | Name of institution |
| Dr Jacqui Shepherd | Lecturer in Education  Course Convenor - BA Childhood and Youth  Researcher: Autism and SEND | University of Sussex |

As part of their role, external examiners complete an annual report for the University commenting on the learning, teaching and assessment standards of the modules and the programme overall. The report will highlight areas of good practice and identify areas for development, as well as provide assurance that your programme is of an equable standard to similar HE provision nationally.

External examiner reports, and the University’s response, are shared with students. They are normally discussed at Staff/Student Liaison Committees and made available online, via Moodle.

## External references

The following methods are used for gaining the views of other interested parties:

* Feedback from former students;
* Employers;

Ctrl+Click here to return to the table of contents.

# Module Descriptors

This section provides you with the module descriptions for your programme as validated by UWE, Bristol. They should be read in conjunction with the additional information that will be provided in the module brief and on Moodle.

FOUNDATION DEGREE INCLUSIVE PRACTICE (UCW)

[**X161-3782.pdf**](https://info.uwe.ac.uk/programmes/specification.asp?file=X161-3782.pdf)

<https://info.uwe.ac.uk/programmes/displayentry.asp?code=X161&rp=listEntry.asp>

Ctrl+Click here to return to the table of contents

# Appendices

## Appendix 1 - Marking Criteria

Marks will be allocated using the following qualitative guidelines:

|  |  |  |
| --- | --- | --- |
| Grade | Level 1, 2, 3, FAIL | |
| **0%** | **Failure through non-submission.** | |
| **1-27.9%** | **Failure to meet any of the stated criteria with a substantial proportion of the work wholly irrelevant to the assignment set. Minimal reference to appropriate literature and/or relevant experience.** | |
| **28-34.9%** | **Failure to meet most of the stated criteria with the work largely irrelevant to the assignment set. Inappropriate reference to the literature and/or relevant experience.** | |
| **35-39.9%** | **Unsatisfactory coverage of the criteria for assessment with a substantial degree of irrelevance and inaccuracy apparent. Reflectivity acknowledged but lacking in substance. A marked absence of analysis and evaluation. Use of secondary sources only and little acknowledgement of the module learning outcomes.** | |
|  | Level 1, 2, 3 PASS |  |
| **40-43.9%** | **Barely satisfactory coverage of the criteria for assessment with a substantial degree of irrelevance and inaccuracy apparent. Reflectivity acknowledged but lacking substance. Little analysis and evaluation. Use of secondary sources only and little more than acknowledgment of the module learning outcomes.** |  |
| **44-46.9%** | **Adequate relevant coverage of the main criteria for assessment. Some irrelevance and/or inaccuracies in the selection of content. Reflection apparent but minimal analysis and evaluation. Module learning outcomes referred to appropriately. Level of study insular.** |  |
| **47-49.9%** | **Adequate relevant coverage of the criteria for assessment with some development of the criteria but little interpretation apparent. Some irrelevance and/or inaccuracies in the selection of content. Reflection apparent with beginning of development but erratic analysis and evaluation. Level of study insular.** |  |

|  |  |  |
| --- | --- | --- |
|  | Level 1-3 |  |
| **50-53.9%** | **Largely relevant coverage of the main criteria for assessment and a satisfactory level of reflectivity upon a range of sources that are largely relevant but mostly secondary. Some attempt at analysis with moderate success. Module learning outcomes acknowledged and some implications reviewed.** |  |
| **54-56.9%** | **Largely relevant coverage of the criteria for assessment with the main issues or principles identified explicitly. A satisfactory level of reflectivity upon a range of sources, all relevant but mostly secondary. Analysis and/or evaluation attempted with moderate success. Module learning outcomes acknowledged with some implications reviewed.** |  |
| **57-59.9%** | **Largely relevant coverage of the criteria for assessment with the main issues or principles identified explicitly. A satisfactory level of reflectivity upon a range of sources, all relevant but mostly secondary. Analysis and/or evaluation attempted with success. Module learning outcomes acknowledged with some implications reviewed.** | |
| **60-62.9%** | **Coverage of all criteria for assessment with some interpretation apparent. Main issues or principles clearly elaborated and with creditable degree of reflection. A good range of sources utilised, with some being original. Good analysis and evaluation, coherently and fluently expressed. Opportunities taken to refer to module learning outcomes and national and local policy statements and their implications at appropriate points in the submission.** | |
| **63-66.9%** | **Extensive coverage of all criteria for assessment with some interpretation apparent. Main issues or principles clearly elaborated and with creditable degree of reflection. A good range of sources utilised, with some being original. Good analysis and evaluation, coherently and fluently expressed. Opportunities taken to refer to module learning outcomes and national and local policy statements their implications at appropriate points in the submission.** | |
| **67-69.9%** | **Extensive coverage of all criteria for assessment with sound interpretation apparent. Main issues or principles are clearly elaborated in clear, cogent and reflective argument. A good range of sources utilised and the use of primary sources is prioritised. Good analysis and evaluation, coherently and fluently expressed demonstrating a scholarly presentation of ideas and an astute sense of audience. Opportunities taken to refer to module learning outcomes and national and local policy statements and their implications as appropriate to the submission.** | |
| **70-75.9%** | **Comprehensive coverage of all criteria for assessment, many of which have been explicitly interpreted. Extensive interrelating of alternative viewpoints or resources with abundant evidence of reflection. Access to, and judicious selection from, a wide range of sources, many of which are original. Analysis and evaluation clearly and appropriately expressed. Opportunities taken to refer to and engage critically with module learning outcomes and national and local policy statements and their implications as appropriate to the submission.** | |
| **76-82.9%** | **Comprehensive coverage of all criteria for assessment, many of which have been explicitly interpreted. Extensive interrelating of alternative viewpoints or resources with the introduction of novel or original ideas and in depth reflection. Access to, and judicious selection from, a wide range of sources, many of which are original. Analysis and evaluation clearly and appropriately expressed and a confident discussion of ideas and texts is demonstrated. Opportunities taken to refer to and engage critically with module learning outcomes and national and local policy statements and their implications as appropriate to the submission.** | |
| **83-89.9%** | **Comprehensive coverage of all criteria for assessment, all of which have been explicitly interpreted. Extensive interrelating of alternative viewpoints or resources with the development of novel or original ideas and in depth reflection. Access to, and judicious selection from, a wide range of sources, many of which are original. Analysis and evaluation clearly and appropriately expressed demonstrating a confident integration of appropriate ideas and concepts in a succinct and elegant manner. Opportunities taken to refer to and engage critically with module learning outcomes and their implications as appropriate to the submission. The work demonstrates the student's ability to engage with appropriate dimensions of genre and discourse** | |
| **90-100%** | **Meeting all of the requirements for the 89.9% mark and in addition demonstrating a creative and unique synthesis of ideas and concepts including an evaluation of the methodological approach adopted.** | |

Ctrl+Click here to return to the table of contents

## Appendix 2 – Policies and Procedures

Policies relating to HE Students can be found on Moodle at:

<https://moodle.weston.ac.uk/mod/glossary/view.php?id=93970>

Ctrl+Click here to return to the table of contents