

Course Specification

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Status:	Validated

Core Information

Awarding Body / Institution:	University of Wolverhampton		
School / Institute:	Institute of Education		
Course Code(s):	SN007F31UI	Part-time	3 Years
Course Title:	Foundation Degree (Arts) Supporting Children in Primary Education at UWIS		
Hierarchy of Awards:	Foundation Degree (Arts) Supporting Children in Primary Education Certificate of Higher Education Supporting Children in Primary Education University Statement of Credit University Statement of Credit		
Language of Study:	English		
Date of DAG approval:	07/Oct/2019		
Last Review:	2019/0		
Course Specification valid from:	2015/6		
Course Specification valid to:	2025/6		

Academic Staff

Course Leader:	Dr Catherine Lamond
Head of Department:	Mrs Faye Stanley Mrs Jenny Worsley

Course Information

Location of Delivery:	University of Wolverhampton
Category of Partnership:	Supported Delivery of University Provision
Teaching Institution:	University of Wolverhampton in Stafford
Open / Closed Course:	This course is open to all suitably qualified candidates.

Entry Requirements:

Entry requirements are subject to regular review. The entry requirements applicable to a particular academic year will be published on the University website (and externally as appropriate e.g. UCAS)

You must be employed or have experience for one/two years of working with children in a primary school, or in a long term voluntary placement

Hold a level three qualification (A levels, NVQ level three, NNEB diploma, BTEC National Diploma, Diploma in Child Care and Education).

Entry to this course requires a Disclosure and Barring Service (DBS) check, if you do not already have one through your employer or as an individual through the DBS update service.

If you have accepted a Conditional Offer made by the University of Wolverhampton and do not hold a valid DBS you will receive correspondence asking you to complete an enhanced Disclosure and Barring Service (DBS) check. The charge for this will be a DBS fee of £40.00 and a £6.00 ID check service fee. Please note: DBS charges can vary

We also offer the opportunity to accredit prior experiential and/or certificated learning at level 4 through our Recognition of Prior Learning system therefore there is the opportunity for a fee reduction in the final year of study

Distinctive Features of the Course:

Starting degree level study can be a daunting prospect. The Foundation Degree in Supporting Children in Primary Education is designed to help you to develop the skills, knowledge and confidence to succeed in your studies with the University of Wolverhampton at degree level. We value and promote your individual engagement, progression and success as all of our staff will recognise and celebrate your unique learning needs. The curriculum in Supporting Children in Primary Education will be relatable to you through our inclusive approaches to your teaching and learning experience.

The course at level 4 and 5 offers a unique blend of theories and practices in relation to working in primary schools and inclusive practice. We recognise that you will have a unique learning journey and we will maximise your potential through optional assessment choices such as presentations, written assessments, peer mentoring, problem-solving approaches, reports and written plans.

Staff at the university are active researchers and these interests contribute to high quality teaching, curriculum development and innovation which underpin the teaching and learning that you will experience. You will benefit from the latest research in the areas of Education and Special Educational Needs, Disability and Inclusion, such as 'mental health and resilience,' 'inclusive pedagogy', 'healthy eating in schools,' and the 'impact and influence of teaching assistant support'. Your teaching team has a range of expertise and practice in Early Childhood, Special Educational Needs, Young People and Families and Education which will help you to make the link between your learning on the course and your experiences and practice.

This Foundation degree is taught on a flexible basis and allows you to undertake your studies around your working commitments.

You will have the opportunity to use your work-based experiences and complete tasks to accredit your

learning in the workplace or use prior certificated learning at level 4 up to a maximum of 40 credits. This will shorten the time you spend studying for this degree.

Educational Aims of the Course:

The Foundation Degree in Supporting Children in Primary Schools is designed for professionals currently working within primary schools but who lack a qualification at degree level. This course aims to build on your professional experiences, and allows you to consider how you can meet and address the challenges of inclusive education. The diversity of learners, classrooms and schools in contemporary society will be examined and you will gain a broad and balanced knowledge and understanding of a variety of educational concepts.

You will study current policies, procedures and practice in order to develop inclusive professional and social approaches. You will also be encouraged to reflect on your professional development in a positive way as a member of a diverse global society.

Throughout the course there is an emphasis on challenging assumptions, responding to different views in an enterprising way and adopting collaborative ways of working with children, parents and other professionals. As you progress through your degree you will have opportunities to develop your critical capabilities through the selection, analysis and synthesis of relevant perspectives, and be able to justify different positions on matters relating to education, special educational needs, disability and inclusion.

Intakes:

September

Major Source of Funding:

Office for Students (OFS)

Tuition Fees:

Tuition fees are reviewed on an annual basis. The fees applicable to a particular academic year will be published on the University website.

Year	Status	Mode	Amount
2017/8	H	Part Time	£3780.00
2017/8	EU	Part Time	£3780.00
2019/0	H	3PTF	£3967.00
2019/0	EU	3PTF	£3967.00

PSRB:

None

Course Structure:

September (Part-time)

Year 1

Part time Foundation students will study 80 credits in their 1st and 2nd year.

Please refer to your course guide with regards to which modules you need to register each year.

Module	Title	Credits	Period	Type
4SN002	The Reflective Practitioner	20	SEM2	Core
4SN006	Promoting Inclusive Practice	20	SEM2	Core
4CF002	Child Development	20	SEM1	Core
4CF005	Safeguarding and Multi-Agency Perspectives	20	SEM1	Core

September (Part-time)

Year 2

Part time Foundation students will study 80 credits in their 1st and 2nd year.

Please refer to your course guide with regards to which modules you need to register each year.

Module	Title	Credits	Period	Type
5SN002	Enabling Learning	20	SEM1	Core
5SN004	Exclusion from School and Social Justice	20	SEM1	Core
5ED002	Research Methods	20	SEM2	Core
5ED014	Culture, Curriculum and Professional Practice in Primary Schools	20	SEM2	Core

September (Part-time)

Year 3

Part time Foundation students will study 80 credits in their 1st and 2nd year.

Please refer to your course guide with regards to which modules you need to register each year.

Module	Title	Credits	Period	Type
5CF004	Developing Critical Reflection and Practice	20	SEM1	Core
5SN008	Exploring Autism	20	SEM1	Core

Please note: Optional modules might not run every year, the course team will decide on an annual basis which options will be running, based on student demand and academic factors, to create the best learning experience.

Learning, Teaching and Assessment

Academic Regulations Exemption:

Section 4.4.3 - Exemption in accordance with the standards required for Early Years Teacher Status (granted by the National College for Teaching and Leadership) and the Children's Workforce Development Council (CWDC). Compensation will not be permitted for the following core module (repeats will be allowed);

4CF005 Safeguarding and Promoting Well-Being (20 credits).

APPROVED by AFRSC.

Reference Points:

[UK Quality Code for Higher Education](#)

[Qualifications and Credit Frameworks](#)

[Subject Benchmark Statements for Education Studies \(2019\)](#)

[University Policies and Regulations](#)

Equality Act (2010)

Learning Outcomes:

CertHE Course Learning Outcome 1 (CHECLO1)

Demonstrate knowledge of the underlying concepts and principles associated with your area(s) of study, and an ability to evaluate and interpret these within the context of that area of study

CertHE Course Learning Outcome 2 (CHECLO2)

Demonstrate an ability to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of your subject(s) of study.

CertHE Course Learning Outcome 3 (CHECLO3)

Assess the appropriateness of different approaches to solving problems related to your area(s) of study and/or work

CertHE Course Learning Outcome 4 (CHECLO4)

Communicate the results of your study/work accurately and reliably, and with structured and coherent arguments

CertHE Course Learning Outcome 5 (CHECLO5)

Demonstrate the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility

[20/1 intake onwards] FD Course Learning Outcome 1 (FD#CLO1)

To demonstrate knowledge and critical understanding of the well-established principles of your area(s) of study, and of the way in which those principles have developed importance in relation to developing high quality inclusive educational practice to meet the needs of children and families.

[Expiring] FD Course Learning Outcome 1 (FD#CLO1)

Demonstrate knowledge and understanding of the importance and challenges of inter-agency working when leading practice to meet the needs of children and families, including health and well-being.

[20/1 intake onwards] FD Course Learning Outcome 2 (FD#CLO2)

Demonstrate the ability to apply underlying concepts and principles outside the context in which they were

first studied, including, the expected pattern of children's learning and development, safeguarding, inclusive pedagogical approaches to promote learning, creative planning of learning opportunities, the curriculum, the learning environment, assessment and where appropriate, the application of those principles in an employment context

[Expiring] FD Course Learning Outcome 2 (FDCL02)

Demonstrate knowledge and understanding of the expected pattern of children's development, including pedagogical approaches, creative planning of learning opportunities, the curriculum, the learning environment, assessment and methods of researching these.

[20/1 intake onwards] FD Course Learning Outcome 3 (FD#CLO3)

Demonstrate knowledge of the main methods of enquiry in inclusive education and the ability to evaluate critically the appropriateness of different approaches to solving problems in relation to the underlying values and principles relevant to the ideologies of inclusion, including the diversity of learners and the complexities of the inclusion process.

[Expiring] FD Course Learning Outcome 3 (FDCL03)

Demonstrate the underlying values and principles relevant to the ideologies of inclusion, including the diversity of learners and the complexities of the inclusion process.

[20/1 intake onwards] FD Course Learning Outcome 4 (FD#CLO4)

Use a range of established techniques to initiate and undertake critical analysis of information, key theories, principles and issues of inclusive educational policy and to propose solutions to problems arising from that analysis through development as a reflective practitioner.

[Expiring] FD Course Learning Outcome 4 (FDCL04)

Process a range of relevant empirical and theoretical data to propose solutions to problems in different contexts.

[20/1 intake onwards] FD Course Learning Outcome 5 (FD#CLO5)

Effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of inclusion in educational settings effectively to be able to reflect critically on their own value systems.

[Expiring] FD Course Learning Outcome 5 (FDCL05)

Reflect on their own value system, relating this to social diversity and global citizenship.

[20/1 intake onwards] FD Course Learning Outcome 6 (FD#CLO6)

Demonstrate the qualities and transferable skills for employment in the field of inclusive education, requiring the exercise of personal responsibility and decision-making and the development of existing skills and acquire new competences that will enable them to assume significant responsibility within organisations.

[Expiring] FD Course Learning Outcome 6 (FDCL06)

Develop the qualities and transferable skills necessary for lifelong learning, including digital literacy.

Overview of Assessment:

Module	Title	Course Learning Outcomes
4CF002	Child Development	CHECLO1, CHECLO4
4CF005	Safeguarding and Multi-Agency Perspectives	CHECLO1, CHECLO5
4SN002	The Reflective Practitioner	CHECLO1, CHECLO2, CHECLO3, CHECLO4, CHECLO5
4SN005	Introduction to Disability, Diversity and Inclusion	CHECLO2, CHECLO3, CHECLO4
4SN006	Promoting Inclusive Practice	CHECLO1, CHECLO2
4SN013	Meeting Communication Needs	CHECLO1, CHECLO3, CHECLO4
5CF004	Developing Critical Reflection and Practice	FD#CLO1, FD#CLO2, FD#CLO3, FD#CLO4, FD#CLO5, FD#CLO6, FDCL01, FDCL06
5ED002	Research Methods	FD#CLO1, FD#CLO2, FD#CLO3, FD#CLO5, FDCL03, FDCL04
5ED014	Culture, Curriculum and Professional Practice in Primary Schools	FD#CLO2, FD#CLO3, FD#CLO6
5SN002	Enabling Learning	FD#CLO1, FD#CLO4, FDCL02, FDCL03
5SN003	Professionals in Context	FDCL01, FDCL06
5SN004	Exclusion from School and Social Justice	FD#CLO1, FD#CLO2, FD#CLO3, FDCL04, FDCL05
5SN007	Supporting Children in Literacy and Numeracy in Primary Schools	FDCL02, FDCL03
5SN008	Exploring Autism	FD#CLO1, FD#CLO2, FD#CLO5

Teaching, Learning and Assessment:

At the University of Wolverhampton there are a range of teaching and learning activities to help you achieve successfully on your course. Your sessions will have formative learning opportunities and formative assessment which will help you prepare for your final marked assessment (summative assessment). These include

Active contribution to lectures, group activities, including critical debate and discussion in seminars.

Individual and group tutorials

Individual and group research activities using a range of sources, reading of the literature relating to issues raised in lectures and through independent research

Participation in online tasks and discussions

Problem solving activities and work-related learning and research

There are also a variety of assessment types are used to support and test your learning and progress and to help you develop capabilities that are valued beyond your University studies and into your working life. Your course will include a variety of assessment activity, which may include:

Coursework (for example, essays, reports, project proposals, and case study analysis)

Practical (for example, oral presentations)

An integral part of the philosophy of a Foundation degree is the use of Recognition of Prior Learning (RPL). At level four there is the opportunity to use your current workplace experience to claim for up to 40 credits through the completion of a range of work-related tasks. If you do not wish to apply for recognition of prior learning you have the opportunity to undertake taught modules level four modules, namely, Introduction to Disability, Diversity and Inclusion and Meeting Communication Needs

Assessment Methods:

At the University of Wolverhampton, a variety of modes of assessment will be used to support and test your learning and progress and to help you develop capabilities that are valued beyond your University studies and into your working life. Your course may include a variety of assessment activities:

Written examinations (including online examinations, open and closed book examinations and quizzes)
Coursework (for example, essays, reports, portfolios, project proposals and briefs, CVs, poster presentation)
Practical (for example, oral and video presentations, laboratory work, performances, practical skills assessment)

In the final year of your undergraduate degree, and at the end of your postgraduate degree, you are likely to be expected to write an extended piece of work or research, such as a dissertation or a practice-based piece of research.

Student Support:

General University support:

Resources for modules will be provided by your college; in addition you are eligible to access University resources. [University Libraries](#) are the key source of academic information for students, providing access to a wide range of books, journal, DVDs etc. Each library offers a range of study areas to allow students to study in the environment that suit them best, including group and quiet areas with access to PCs. In addition the Library enables access to wide range of online information sources, including eBooks, e-Journals and subject databases. See support for [Students Based Off-Campus](#) .

The Library also provides students with academic skills support via the [Skills for Learning programme](#) . Students on campus can attend workshops or ask for one-to-one help on a range of skills such as academic writing and referencing. Students can access a range of online skills material at: www.wlv.ac.uk/lib/skills

The [University Student Support website](#) offers advice on a variety of matters (careers, counselling, student union advice, etc.) Students can also access these services by booking appointment with the SU, careers, counselling services, etc.

Course Specific Support

- You will be allocated a Personal Tutor
- You will be allocated an Academic Coach who will provide you with academic support and pastoral care, to improve your independent learning skills to help you maximise your potential
- Specific assessment support will be factored into each module.
- If you have disabilities and/or specific learning difficulties you can gain a wide range of support from Student Support and Well Being team and your Faculty Enabling Tutor.

Higher Education academic skills will be embedded throughout the curriculum.

Employability in the Curriculum:

A range of employability skills is built into this programme in order that you develop and refine attributes that will be beneficial to you in the workplace, such as sharing information with others, working in groups, literacy and oral skills, leadership, using critical thinking, and becoming a reflective practitioner.

Successful completion of this course can lead to career progression in a range of areas. For example you could work in a Children's Centre, or as a learning mentor, pastoral care manager, inclusion manager for a local authority, or inclusion officer for a charity.

You could progress to the third year of a BA Honours degree in Special Educational Needs, Disability and

Inclusion Studies and then progress on to achieve Qualified Teacher Status (QTS) in Primary Education by studying for the Post Graduate Teaching Certificate in Primary Education. Many alumni have pursued careers in education, while others have chosen alternatives to teaching, including social work, mentoring and advocacy posts. You could also choose to apply for a Master's Degree in Social Work or Education or undertake a Post Graduate Teaching Certificate in Adult Education.



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