



**Lincoln Bishop  
University**

## Education, Health and Lifelong Learning

Foundation Degree (Arts) Special Educational  
Needs, Disability (SEND) and Inclusive Practice

## Programme Specification

This document provides a concise summary of the main features of the course(s) & associated award(s) offered through this Programme Specification, and includes the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities provided. More detailed information on the learning outcomes, curriculum content, teaching/learning, assessment methods for each module and on the Programme's relationship to QAA Subject Benchmark Statements may be found in the dedicated student handbook for the Programme. The accuracy of the information in this document is reviewed periodically by the University and may be subject to review by the Quality Assurance Agency for Higher Education or by other national bodies.

## Versioning of Programme Specification

*This programme specification is valid for the period of approval confirmed at the time of the approval/last review event and relates to provision approved at that point. Programme specifications may be updated during the period of approval to include modifications approved through the University's quality assurance processes.*

*This version provides a description of the programme as approved for the academic session(s) indicated in section 3 of the following table.*

1	Senate approval – date and outcome of last approval	11 March 2026
2	Next Scheduled Review Date: [Month/Year]	July 2030 <i>(in alignment with other Professional Practice programmes)</i>
3	Programme Specification - Effective date: [Day/Month/Year]	1 September 2026
4	Version Number	v1.0

## Modifications to Programme Specification

*Modifications to the programme specification since approval/ last review, and the cohort(s) of students affected by the change, are listed in Section H (Log of Modifications) at the back of the document.*

## Cross Referencing of Programme/Module Specifications

*Modifications to any elements of Module Specifications attached to this Programme will be updated and then changes made to this document to reflect that. On each Module Spec the Programmes it relates to are clearly indicated for cross referencing.*

## Programme Specification

*The information in this document is organised into the following sections:*

*Section A – Administrative and Regulatory Information*

*Section B – Outcomes*

*Section C – Structure*

*Section D – Teaching, Learning and Assessment*

*Section E – Programme Management*

*Section F – Mapping*

*Section G – Graduate Attributes*

*Section H – Log of Modifications*

## SECTION A – ADMINISTRATIVE AND REGULATORY INFORMATION

<b>1</b>	<b>Programme Specification Title</b>
Foundation Degree (Arts) Special Educational Needs, Disability (SEND) and Inclusive Practice	
<b>1a</b>	<b>Programme Code</b>
SENDIPR_1.0	
<b>2</b>	<b>Brief Summary (for Marketing Purposes)</b>
<p>The Foundation Degree in Special Educational Needs, Disability (SEND) and Inclusive Practice is a blended, work-based programme designed for those supporting children and young people with additional needs across the 0–25 age range. It is ideal for practitioners and volunteers working in early years, schools, colleges, specialist or alternative provision, as well as in youth, health, or social care settings.</p> <p>The programme combines practical learning with live online teaching and occasional campus sessions. You will attend online classes twice a week in real time, with five in-person teaching days across the academic year, making it possible to continue working or volunteering while you study.</p> <p>Over the two-year programme, you will build on your existing experience of working with children and young people with Special Educational Needs and Disabilities (SEND), applying this experience to your studies. In your first year, you will explore approaches to learning for children and young people with additional needs and examine how your practice supports their learning and development. You will also reflect on your professional role, supporting your ongoing development, while studying key topics such as child development and social interaction to strengthen your practical knowledge.</p>	

In your second year, you will explore important topics such as inclusion, equality, and diversity, as well as ways to support the development of children and young people with special educational needs and/or disabilities. You will also examine different approaches to teaching (pedagogy) and develop skills in reflecting critically on your own practice.

Throughout the programme, you will have opportunities to work alongside students from related courses, such as those based in early childhood settings, schools, or youth work. This collaboration will help broaden your understanding of working with learners across a range of ages and settings and strengthen your future career prospects.

<b>3</b>	<b>Awarding institution</b>	Lincoln Bishop University		
<b>3a</b>	<b>Programme Length</b>	<b>Full-Time</b> 2 years	<b>Part-Time</b> N/A	
<b>3b</b>	<b>Mode(s) of Study</b>	Blended Full-time		
<b>4</b>	<b>Home Faculty</b>	Education		
<b>5</b>	<b>HECoS/UTT/UCAS code(s)</b>	<b>HECoS/CAH2</b> 101087 CAH22-01	<b>ITT</b> <i>Where applicable</i>	<b>UCAS code</b> XX36
<b>6</b>	<b>Framework for HE Qualifications position of final award(s)</b>	Foundation Degree (Level 5)		
<b>7</b>	<b>Alignment with University Credit Framework</b>	Undergraduate		
<b>8</b>	<b>Compliance with University Assessment Regulations</b>	Academic Regulations Governing Taught Qualifications		
<b>9</b>	<b>Progression routes with Foundation Degree (FdA) or Top-up</b>	<p>The programme enables a direct route from Foundation degree to the associated bachelor's degree.</p> <ul style="list-style-type: none"> <li>• BA (Hons) Teaching and Learning</li> <li>• BA (Hons) Primary Teaching Studies</li> </ul>		

## Awards

<b>10</b>	<b>Final Award title(s)</b>	Foundation Degree Arts Special Educational Needs, Disability (SEND) and Inclusive Practice
<b>10a</b>	<b>Exit or Fall back Award title(s)</b>	Certificate of Higher Education in Special Educational Needs, Disability (SEND) and Inclusive Practice
<b>10b</b>	<b>Pathway</b>	
<b>11</b>	<b>(i) Combined Honours Awards available eg:</b> <ul style="list-style-type: none"> <li>• BSc/BA (Hons) XX</li> <li>• BSc/BA (Hons) XX and YY</li> </ul>	N/A

## Arrangements with Partners

<b>12</b>	<b>Approved Collaborative partner(s)</b>	Partner Name	Type of Collaborative Partnership
		n/a	n/a
<b>13</b>	<b>Articulation Arrangements with Partners</b>	Partner Name	Details of Arrangements
		None	None

## Professional, Statutory and Regulatory Bodies

<b>14</b>	<b>PSRB(s) associated with final award of any route within the programme specification</b>	n/a
<b>15</b>	<b>Date and outcome of last PSRB approval/accreditation</b>	n/a
<b>16</b>	<b>Expiry Date of PSRB approval</b>	n/a

## SECTION B - OUTCOMES

<b>17</b>	<b>QAA Benchmark Statement(s)</b>
<p>For clarity, there are four associated routes: Childhood, Youth and Families, Teaching and Learning, Special Educational Needs, Disability (SEND) and Inclusive Practice and Early Childhood Education. These bring together four distinct but interconnected areas, these are a unique selling point of the programme.</p> <p>The programme outcomes of the Foundation Degree (FdA) Special Educational Needs, Disability (SEND) and Inclusive Practice and mapped to the QAA level descriptors for Level 4 and 5 Foundation Degrees (QAA, 2020; 2024) and QAA Subject Benchmark for Education Studies (2025).</p> <p>The FdA Special Educational Needs, Disability (SEND) and Inclusive Practice has applied the Level 4 and 5 descriptors set out in the UK Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2024, pp.16 and 18) and the Characteristics Statement for Foundation Degrees (2020, pp.3 and 4) within the construction of the Final Award Learning Outcomes (<i>see section 19</i>) that are then mapped into the modules studied (<i>see Section F</i>) to ensure that students are assessed to meet the descriptor in full. In addition, each of the learning outcomes within the course modules relates to the QAA Subject Benchmark for Education Studies (2025).</p> <p>The Characteristics Statement for Foundation Degrees (2020) has been closely referred to in the design of the programme to acknowledge and draw from the learning that takes place within the workplace and develops learners' transferable skills across modules through a variety of assessment strategies (see Section 24).</p> <ul style="list-style-type: none"> <li>• QAA (2020). Characteristics Statement Foundation Degrees</li> <li>• QAA (2024). The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies</li> <li>• QAA (2025). Subject Benchmark Statement Education Studies</li> </ul>	
<b>18</b>	<b>Programme Aim</b>
<p>The FdA Special Educational Needs, Disability (SEND) and Inclusive Practice programme aims to:</p> <ul style="list-style-type: none"> <li>• Provide students with the skills, knowledge and insight to enable them to make a contribution to the learning, development and support of the children, young people and communities including those with special educational needs and disabilities, with whom they work.</li> <li>• Present opportunities for students to develop personally and professionally to meet their future and current aspirations.</li> <li>• Prepare students for progression and further study at BA (Honours) level.</li> </ul>	

19	Programme Specific Outcomes
<p data-bbox="124 309 651 347"><b>(a) <u>Final Award Learning Outcomes</u></b></p> <p data-bbox="124 398 1436 481">On successful completion of FdA Special Educational Needs, Disability (SEND) and Inclusive Practice, students will be able to:</p> <p data-bbox="146 533 603 571"><b><u>Knowledge &amp; Understanding (KU)</u></b></p> <p data-bbox="146 622 1444 750"><b>KU1:</b> Demonstrate detailed knowledge and critical understanding of well-established theories and issues relating to the support and learning development of children, young people, families and communities.</p> <p data-bbox="146 801 1468 884"><b>KU2:</b> Critically analyse, synthesise, and evaluate a range of concepts and apply it both to and outside their immediate context of working with children, young people, families, and communities.</p> <p data-bbox="146 936 1372 1019"><b>KU3:</b> Through work-based practice and through reflection on practice, demonstrate skills and understanding as reflective practitioners.</p> <p data-bbox="146 1070 1452 1198"><b>KU4:</b> Evaluate evidence, arguments and assumptions to reach sound judgements and communicate information to both specialist and non-specialist audiences with an appreciation of the uncertainty, ambiguity and limits of knowledge; recognising the importance of citations.</p> <p data-bbox="146 1294 715 1332"><b><u>Subject-specific &amp; Professional Skills (SPS)</u></b></p> <p data-bbox="146 1339 1129 1377"><i>(Aligned with QAA Benchmark Statements for Education Studies, 2025)</i></p> <p data-bbox="146 1429 1460 1512"><b>SPS1:</b> Demonstrate an ability to apply special educational concepts, theories and issues of policy in a systematic way.</p> <p data-bbox="146 1534 1465 1662"><b>SPS2:</b> Demonstrate a strong knowledge and understanding of the diversity of learners and the complexities of the education process and the societal and organisational structures and purposes of educational systems, and the possible implications for teaching and learning.</p> <p data-bbox="146 1684 1460 1812"><b>SPS3:</b> Demonstrate initiative and personal responsibility to reflect on the underlying values, theories and concepts relevant to special educational needs and disabilities and show a developing stance that draws on professional knowledge and understanding.</p> <p data-bbox="146 1834 1436 1962"><b>SPS4:</b> Demonstrate professionalism in collaborative practice by planning and working effectively as part of a team, fulfilling agreed responsibilities, taking initiative when appropriate, and showing a professional attitude throughout.</p>	

**Intellectual Skills (IS)**

**IS1:** Demonstrate a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis in the context of working with children, young people, families and communities.

**IS2:** Effectively demonstrate the communication of information, arguments and analysis in a variety of forms to specialist and non-specialist audiences and deploy key techniques of the discipline effectively.

**IS3:** Present a variety of theoretical perspectives and justify a well-informed and analytical point of view.

**Transferable Skills (TS)**

**TS1:** Demonstrate and acquire key professional skills, competencies, practices and values and understand how these influence analysis and interpretation of learning in the workplace.

**TS2:** Develop a range of transferrable and employable skills appropriate for a graduate, including the capacity to analyse, reflect, question, issues and problem solve through synthesis, evaluation, and analysis of problems and solutions.

**TS3:** Have the ability to write for different purposes, including but not limited to persuasion, explanation, description, evaluation and judgement, recount, recap, hypothesis and summary and present the information to others in appropriate forms, including having a sense of audience.

**TS4:** Use the communication skills necessary to converse, debate, negotiate, persuade and challenge the ideas of others.

<b>20</b>	<b>Exit Award Learning Outcomes</b>
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**Learning outcomes for Cert.HE (Level 4):****Students awarded the Certificate of Higher Education will be able to:**

- Demonstrate knowledge and understanding of well-established theories and issues relating to the support and learning development of children, young people, families and communities.
- Demonstrate knowledge of analysis and evaluate concepts and the application both to and outside their immediate context of working with children, young people, families, and communities.

## SECTION C – STRUCTURE

21a	<b>Structures, modes of delivery (eg FT/PT etc), levels, credits, awards, curriculum map of all modules (identifying core/option status, credits, pre or co-requisites) potential entry/exit points and progression/award requirements</b>
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### Level 4 – 120 credits

	<u>Semester 1 Modules</u>
Block 1 September- November	PRP407B_1.0 Tools for Learning 30 credits
Block 2 November - January	PRP408B_1.0 Exploring Educational Contexts 30 credits

	<u>Semester 2 Modules</u>
Block 3 January - March	PRP404B_1.1 Individual in Society 30 credits
Block 4 March -May	PRP409B_1.0 Working Together in Practice 30 credits

### Level 5 – 120 credits

	<u>Semester 1 Modules</u>
Block 1 September- November	PRP504B_1.0 Equality, Diversity and Inclusion 30 credits
Block 2 November - January	PRP505B_1.0 Personal and Professional Development 30 credits

	<u>Semester 2 Modules</u>
Block 3 January - March	PRP509B_1.0 Supporting Learning and Assessment for Diverse Needs 30 credits
Block 4 March -May	PRP503B_1.4 Practitioner Research 30 credits

<b>21b</b>	<b>Module Structure</b>
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**Level 4**

<b>Core Modules</b>				
Code	Status	Module Title	Period (number)	No of credits
PRP407B_1.0	Mandatory	Tools for Learning	1	30
PRP408B_1.0	Mandatory	Exploring Educational Contexts	1	30
PRP404B_1.1	Mandatory	Individual in Society	2	30
PRP409B_1.0	Mandatory	Working Together in Practice	2	30

**Level 5**

<b>Core Modules</b>				
Code	Status	Module Title	Period (number)	No of credits
PRP504B_1.0	Mandatory	Equality, Diversity and Inclusion	1	30
PRP505B_1.0	Mandatory	Personal and Professional Development	1	30
PRP509B_1.0	Mandatory	Supporting Learning and Assessment for Diverse Needs	2	30
PRP503B_1.4	Mandatory	Practitioner Research	2	30

## SECTION D - TEACHING, LEARNING AND ASSESSMENT

<b>22</b>	<b>Curriculum Design</b>
<ul style="list-style-type: none"> <li>• <u>Programme Duration and Structure</u></li> </ul> <p>To meet the programme's aims and outcomes, the FdA Special Educational Needs, Disability (SEND) and Inclusive Practice will be completed in two years of full-time study. The programme adopts a blended approach to learning, combining online and on-campus delivery as outlined in Section 23. This pedagogical approach integrates structured learning at the University with independent study, all underpinned by the University's Virtual Learning Environment (VLE). Practice-based learning takes place within the students' own workplace settings, allowing them to apply theory directly to their professional roles.</p> <p>FdA students typically balance employment and personal commitments, which is reflected in the flexible design of the programme. Teaching predominantly takes place synchronously online, with periodic on-campus sessions designed to ensure students feel connected to the University community. Scheduled sessions are typically delivered in the evenings only, in response to stakeholder feedback that releasing students to attend classes during the day is often problematic. Students also have continuous access to the University's support services and the VLE, ensuring they are fully supported throughout their studies.</p> <ul style="list-style-type: none"> <li>• <u>Academic Infrastructure and Alignment</u></li> </ul> <p>The programme has been informed by appropriate academic infrastructure:</p> <ul style="list-style-type: none"> <li>• QAA (2024). The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies. (2<sup>nd</sup> ed)</li> <li>• QAA (2020). Characteristics Statement Foundation Degree.</li> <li>• QAA (2025). <i>Subject Benchmark Statement: Education Studies</i></li> </ul> <p>The programme outcomes are closely aligned with the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (FHEQ) and the relevant Subject Benchmark Statements, as outlined in the most recent QAA documentation (QAA, 2024). Outcomes are matched to the FHEQ Level 5 descriptors for knowledge, intellectual and transferable skills, and subject-specific skills, ensuring that students meet the expectations for a foundation degree qualification.</p> <p>The design of the programme aligns with the QAA <i>Characteristics Statement for Foundation Degrees</i> (2020, p.7), which highlights that flexibility is central to these qualifications. This includes flexible delivery modes and study patterns, enabling students to study when and where it best suits them.</p>	

- Teaching and Learning Strategy

Teaching strategies throughout the programme are specifically designed to support the professional development of work-based learners. A distinctive feature of the programme is the inclusion of targeted and focused support at every level, helping students to achieve success in their academic and professional journeys.

At Level 4, tailored study skills sessions are embedded within each module, including *Tools for Learning*. Key academic skills such as critical thinking, reading effectively, and academic integrity are introduced through the First Year Writing Programme (FYWP).

To support progression, transition sessions are organised between Levels 4 and 5 before the start of the new academic year. These sessions cover key topics such as research skills, effective use of library systems, advanced information searching, and the expectations for academic work at Level 5. During transition activities, students are reminded of the full range of support services available to them.

- Target Audience and Inclusivity

The target audience for the FdA Special Educational Needs, Disability (SEND) and Inclusive Practice is broad and diverse. The programme is designed for those who are working or volunteering in roles that support children and young people with special educational needs and/or disabilities (SEND) or within inclusive practices, across the full 0–25 age range. This includes practitioners and support staff in schools, colleges, specialist provisions, and alternative education settings, as well as those working in early years, health, youth, and social care contexts where SENDI support forms a core part of practice.

In addition, the programme recognises that some students come from more informal educational settings that may not traditionally be considered part of the formal education system. This diversity of professional backgrounds is valued and supported throughout the course design.

- Research and Progression Skills

The QAA Benchmarks (*Education Studies, 2025*) refer to developing knowledge and understanding of research skills, including research methods and an understanding of legal and ethical frameworks.

Students are introduced to research at Levels 4 and 5 through research-informed teaching and by encouraging students to use empirical research to support academic work. In addition, a 30-credit module at Level 5 introduces students to the research process, with emphasis on methods, searching for and applying literature to justify methodological choices. Students are also

supported in data analysis to develop their understanding of how data are used and interpreted with research in preparation for their Level 6 independent research modules for those progressing to the BA (Hons).

- Curriculum Integration and Graduate Attributes

The strength of the programme lies within the opportunities for students to learn together from a range of modules and, where relevant, from similar content in other relatable course modules. A further aim of the curriculum is to provide opportunities for students from related routes for split and coordinated teaching across modules. The rationale is to combine content that may overlap to enhance the experience of the learners and share work-based practices within theoretical lectures.

Common programme outcomes linked to intellectual and transferrable abilities for students studying all disciplines within the modular framework are employed at the University. This represents our collective understanding of the essential skills of a university graduate who will be equipped with intellectual and transferable skills suited for a variety of professional vocations and lifelong learning via the study of one of our degrees.

These goals are promoted at each level of the Foundation and BA (Hons) associated degree programmes by incorporating opportunities for different forms of communication, collaboration with peers, staff, children, young people, and families. Work-based experiences create specific skills for teaching and education-related activities with children and young people, and modules are supported by work-based professional skills such as reflective practice.

- Curriculum Development and Employability

The curriculum is designed to equip students with the knowledge, skills, and confidence needed to pursue careers within the sector, while also providing a strong foundation for progression into postgraduate study. Its development has been informed by extensive consultation, incorporating feedback from employers, students, and External Examiners. Focus groups with current students were also conducted to ensure that the curriculum aligns with sector needs and supports graduates' employability.

## **23 Learning and Teaching Strategies**

### **1. Blended Delivery and Work-Based Learning**

The FdA programmes are designed as work-based, blended learning degrees that integrate practice-based learning across all modules. As a condition of enrolment, students and their employers must complete a Workplace Agreement Form, confirming that the student will be supported in their role throughout their studies. Students are required to spend at least 360

hours per academic year in a relevant work-based setting, either as an employee or a volunteer.

The curriculum has been developed to align with the Characteristics of Foundation Degrees (QAA, 2020), ensuring a strong correlation between theoretical learning and work-based practice. Students are encouraged throughout the programme to critically link their experiences in practice to the academic content explored within modules.

## 2. Programme Delivery Model

The programme adopts a blended approach to delivery, combining face-to-face and online learning. Students typically attend five on-campus lectures across the academic year, including induction and transition sessions, with additional weekly synchronous online lectures typically scheduled in the evenings to accommodate those in employment.

In addition, weekly live online lectures are typically held in the evenings, making it easier for students to manage study alongside work and other commitments. Teaching is organised into structured blocks of approximately seven to eight weeks, providing focused engagement with the content of each module.

All modules are delivered by tutors with relevant sector experience. A range of teaching methods are employed, including interactive lectures, seminars, group tutorials and independent study activities. Online resources and the University's Virtual Learning Environment are central to supporting blended learning. Where relevant, guest speakers from within the University, other higher education institutions and external organisations are invited to contribute to the learning experience. These inputs enrich students' understanding and offer insight into a range of professional perspectives.

Students will typically be taught in whole-group sessions that include learners from a range of professional backgrounds. These shared sessions enable students to draw on one another's experiences and promote collaborative learning within a diverse and supportive cohort.

Teaching is structured around blocks of seven to eight weeks, enabling focused engagement with module content while supporting students' work and personal commitments. Modules are delivered by tutors with sector expertise and, where appropriate, guest speakers from across the university, other HEIs, and local and national organisations are invited to enhance the learning experience and expose students to wider professional perspectives.

Students engage with two main modes of learning throughout each module:

- **Synchronous sessions** (in-person and online) that deliver core content and provide opportunities for interactive discussion.

- **Independent workplace-based learning**, where students are expected to reflect on and apply theory directly to their professional contexts.

Although the blended design affords flexibility, students are provided with clear timelines, structured activities, and formative milestones to support effective planning and management of their learning. Students are expected to engage fully with taught sessions, making explicit links between their academic learning and their practice settings.

The current delivery model, which blends synchronous online teaching with five in-person campus days per year, has been shaped through student consultation. During programme development, student representatives were invited to a dedicated focus group to discuss preferences for delivery modes. All seven student reps across the associated programmes attended and shared their views. A Microsoft Form was also circulated to gather broader feedback from the wider student body.

Feedback from these consultations, along with learning from a related blended programme that placed greater emphasis on asynchronous learning, highlighted a clear preference for more live, interactive teaching. As a result, the delivery model was adjusted to increase the number of synchronous sessions, while asynchronous activities were removed and refocused around independent study and assessment preparation. Ongoing feedback mechanisms continue to inform the development of the blended learning model.

These adaptations reflect the programme's commitment to responding to student voice and ensuring that the delivery structure supports meaningful engagement, accessibility, and a strong learning community.

### 3. Induction and Transition Support

Recognising that students often join the programme from diverse geographical and professional backgrounds, a live online welcome session via Microsoft Teams is offered during the summer prior to enrolment. This early engagement introduces students to the course and to one another, supporting a sense of belonging before formal teaching begins.

The five on-campus sessions are purposefully designed to foster a sense of community and encourage student collaboration. The initial face-to-face day includes induction and enrolment activities prior to the start of teaching, giving students an opportunity to meet in person, begin forming relationships, and familiarise themselves with the expectations of higher education study.

At Level 5, one of the on-campus sessions also includes a structured transition event to support students returning after the summer break. This session reorients students to academic expectations at Level 5, reinforces cohort identity, and provides a platform to discuss upcoming modules and progression routes.

#### 4. Tutorials and Academic Support

Tutorials are delivered online—both individually and in groups—with three tutorial points built into each module. These include dedicated time to support collaborative planning for group assessments and to encourage continued academic engagement within a flexible digital framework.

Teaching is underpinned by the extensive use of the University's VLE, supported by a range of accessible and inclusive digital resources. A variety of teaching strategies are employed, including interactive lectures, seminars, tutorials, and independent study tasks. Where possible, multiple formats of learning materials are provided to support accessibility, including written, visual, and audio-based resources. The programme team work closely with digital learning specialists to ensure that online materials are consistent, user-friendly, and regularly reviewed for quality and technical accessibility.

Students are further supported through embedded individual and group tutorials within each module, which provide targeted academic and pastoral support. The First Year Writing Programme throughout Level 4 supports students' transition into higher education, familiarising them with the assessment expectations and academic literacies required. Transition sessions are built into the programme between Levels 4 and 5 to prepare students for progression and to consolidate research skills, advanced information searching, and independent learning strategies.

Recognising that students join the programme with diverse experiences and qualifications, teaching is differentiated and contextualised to reflect students' workplace settings. Group learning is encouraged, with students learning from each other's professional contexts and experiences, helping to build a vibrant learning community.

#### 5. Collaborative Learning and Community Building

The timing of each campus day is carefully aligned with the start of each new module. This structure provides students with regular opportunities to reconnect with peers, engage in academic discussion, and establish group dynamics for collaborative assessments such as debates, discussions, and presentations. These sessions are integral to developing the relationships and communication skills needed to succeed in group tasks that are embedded throughout the programme.

Applicants are also encouraged to join an active social media group promoted from the point of enquiry. Many students use this space to build informal connections and seek peer support throughout the course. Students are encouraged to engage with the wider course community through digital platforms designed to foster professional discussion and knowledge sharing.

Informal learning spaces support the development of peer relationships, enhance a sense of belonging, and offer opportunities to discuss current issues and sector developments.

## 6. Monitoring and Student Engagement

Student engagement is actively monitored through a combination of tutorial tracking, VLE analytics, and tutor observation. Each module offers up to three optional tutorials, delivered online, which students can book through the University's Virtual Learning Environment (VLE). These sessions are used to review assessment plans or draft work, and attendance is monitored by module tutors to ensure regular academic interaction.

Progress is monitored through participation in tutorials, engagement with the VLE, and timely submission of assessment milestones, enabling the teaching team to identify and respond to any emerging concerns.

Attendance at tutorials is recorded electronically via the University VLE, and any patterns of non-engagement are escalated initially to the module lead, followed by the programme leader, and then referred to central university support services where appropriate. This layered approach allows for early identification and intervention for students who may be at risk of disengagement. In addition, the VLE tracks student access to module materials, enabling the teaching team to identify reduced engagement and initiate timely pastoral or academic support.

During synchronous online sessions, students are expected to have their cameras switched on to support active participation and enable tutors to monitor engagement in real time. This expectation reinforces the interactive nature of delivery and helps to maintain a high level of connection between students and staff.

Overall, the predominantly synchronous structure of the programme promotes sustained interaction and responsiveness, allowing the teaching team to provide prompt support where students are experiencing academic or personal challenges.

Student feedback is actively sought on all aspects of the programme. The programme team publish feedback responses and make clear where changes have been implemented or, where necessary, explain why changes may not be possible. This open and transparent dialogue ensures that the student voice continues to shape the development of the programme.

The design of this blended programme has been informed by the guidance provided within the Office for Students review of *Blended Learning and OfS Regulation (2023)*, advising that all delivery modes meet regulatory expectations for quality, accessibility, and student engagement.

<b>24</b>	<b>Assessment Strategies</b>
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Assessment across the FdA Special Educational Needs, Disability (SEND) and Inclusive Practice programme is designed to be inclusive, developmental, and aligned with both the intended learning outcomes and the real-world contexts in which students work. The assessment strategy reflects the core principles of the QAA Characteristics Statement for Foundation Degrees (2020), promoting a strong connection between theory and practice, while ensuring academic rigour and clear progression across levels.

Where group assessments are used, all students are assessed and awarded marks individually. Each student's contribution is evaluated based on clearly defined assessment criteria, ensuring fairness, transparency, and alignment with individual learning outcomes. This approach maintains academic integrity and recognises the varying strengths and engagement of individual students within collaborative work.

The programme adopts a varied and balanced approach to assessment, offering students multiple opportunities to demonstrate their knowledge, understanding, and practical skills in ways that reflect the diversity of their strengths and professional experiences. Assessments are carefully staged to support students' academic development, with increasing complexity over time to build confidence, deepen criticality, and develop capability in higher-level academic literacies and transferable skills.

Assessment methods are designed to foster a range of key graduate attributes, such as effective communication, critical thinking, reflective practice, ethical awareness, problem-solving, and the application of theory to practice. Through this approach, students are encouraged to become reflective practitioners, capable of evaluating their learning and professional development throughout their academic journey.

The assessment strategy is inclusive by design, ensuring accessibility and fairness for students from diverse backgrounds and with a wide range of educational histories. Reasonable adjustments are made, in line with University policies, to ensure that all students have equitable opportunities to succeed.

In addition to formal assessment activities, students receive ongoing feedback through their engagement with tutors, peers, and workplace appraisal processes. This formative feedback process supports students' professional growth, encouraging them to make meaningful connections between academic content and practice-based experiences.

Assessment loading and timing are carefully managed across the academic year to ensure a balanced and sustainable workload. Each module offers a combination of assessments that are designed to build students' academic and professional skills while remaining relevant to their

work-based settings. Assessment strategies are regularly reviewed to maintain alignment with sector expectations, academic standards, and the evolving needs of the student body.

Through authentic, work-based assessments and a supportive academic framework, the FdA Special Educational Needs, Disability (SEND) and Inclusive Practice programme ensures that students are well-prepared for both further study and professional advancement.

Feedback is central to the assessment process and is provided in a variety of forms, including verbal and written, formative and summative. Feedback supports students in refining their ideas, deepening their critical engagement with module content, and improving their future academic performance. Structured tutorial support is embedded within the programme to complement formal feedback, offering students personalised guidance on their academic development and progression. Students are encouraged to critically reflect on feedback received and to integrate it into their developing professional identities.

Personal tutoring and the Development and Career Plan (DCP) are integral to the programme's approach to assessment and student support. Each student is assigned a personal tutor who provides regular, structured academic and career development guidance. Tutorials are designed to help students contextualise their learning, engage meaningfully with feedback, and plan their ongoing professional development. Students have the opportunity to engage in regular review meetings with their tutor, ensuring that their academic progress and career aspirations remain closely aligned

Module Code	Module Description	Credits	Year	Assessment and learning methods		
				Exam/Written	Practical	Coursework
				%	%	%
PRP407B_1.0	Tools for Learning	30	1		50%	50%
PRP408B_1.0	Exploring Educational Contexts	30	1		50%	50%
PRP404B_1.1	Individual in Society	30	1		50%	50%
PRP409B_1.0	Working Together in Practice	30	1		50%	50%
PRP504B_1.0	Equality, Diversity and Inclusion	30	2		50%	50%
PRP505B_1.0	Personal and Professional Development	30	2		50%	50%
PRP509B_1.0	Supporting Learning and Assessment for Diverse Needs	30	2		50%	50%
PRP503B_1.4	Practitioner Research	30	2			100%

**Indicative Assessment Strategy****Level 4**

<b>Module Code</b>	<b>Module Title</b>	<b>Credits</b>	<b>Indicative Assessment Type and weighting</b>	<b>Indicative Assessment Loading</b>	<b>Indicative submission</b>
PRP407B_1.0	Tools for Learning	30	Portfolio 50%	2000 Words	Sem 1 November
			Group Discussion 50%	15 minutes	Sem 1 November
PRP408B_1.0	Exploring Educational Contexts	30	Group Presentation 50%	15 minutes	Sem 1 January
			Essay 50%	2000 words	Sem 1 January
PRP404B_1.1	Individual in Society	30	Paired Presentation 50%	15 minutes	Sem 2 March
			Case Study 50%	2000 words	Sem 2 March
PRP409B_1.0	Working Together in Practice	30	Group Debate 50%	15 minutes	Sem 2 May
			Report 50%	2000 words	Sem 2 May

**Level 5**

<b>Module Code</b>	<b>Module Title</b>	<b>Credits</b>	<b>Indicative Assessment Type and weighting</b>	<b>Indicative Assessment Loading</b>	<b>Indicative submission</b>
PRP504B_1.0	Equality, Diversity and Inclusion	30	Group Presentation 50%	20 minutes	Sem 1 November
			Portfolio 50%	2500 words	Sem 1 November
PRP505B_1.0	Personal and Professional Development	30	Individual Presentation 50%	10 minutes	Sem 1 January
			Essay 50%	2500 word	Sem 1 January
PRP509B_1.0	Supporting Learning and Assessment for Diverse Needs	30	Group Debate 50%	20 mins	Sem 2 March
			Report 50%	2500 words	Sem 2 March
PRP503B_1.4	Practitioner Research	30	Report 100%	5000 words	Sem 2 May

<b>25</b>	<b>Inclusive Practice and Personal Development Planning</b>
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The University is committed to inclusive practice. The initial Tools for Learning module serves as an orientation for students, introducing them to a variety of support services and opportunities available at the University during the course of the module.

Students are introduced to our Student Advice team and the services that they provide, which include help and advice on a variety of topics that may affect a student's ability to study. As an example, consider housing, funding, and benefits. They are also accessible to assist students with special access requirements, students in or who have been in the care system, and students who may also be caregivers.

The Hub professional services teams are able to assist students both within lectures to guide and improve their academic writing, as well as online and in person bookable appointments to support and build their writing abilities and to assist students with any digital development support they may need.

The library team provides online and in-person bookable appointments to assist students in navigating library systems and locating reading materials to support their studies. The University has a Chaplaincy department that works to ensure that students feel safe and protected during their time at the University. The Careers team is another service available to students, and they can assist students with career counselling, employability, and enterprise. The Student Union can also help by advising students through a variety of wider issues, such as housing, academic concerns, student grievances, and more.

Personal development planning is aided in a variety of ways. For example, the Development and Career Plan (DCP) assigns a personal tutor to each student to provide career development support and advice.

The First Year Writing Programme (FYWP) at Level 4 assists students with all parts of their academic writing. This approach is taken into Level 5 where the team review the needs of cohorts after each module and embed study skills sessions to further support learning.

The team is conscious that, due to the variety and demographics of cohorts who may have come directly from college or opted to pursue a degree as a mature student, inclusive practice is critical to guaranteeing access and participation. To meet the requirements of all students, the team use a variety of teaching and learning strategies, as well as experience, to ensure that lectures and materials are accessible to all students. This encompasses verbal, textual, audio-visual, digital, practical and interactive ways to convey and clarify ideas and expectations throughout the many learning locations outlined in section 2. The team seek to provide opportunities for students in a safe environment to explore and question anti-oppressive practises. The team recognise that in order to promote inclusive practice, the learning community must foster an ethos of reflection and

discussion of values and beliefs, as well as the impact this can have. Sections 22-24 show a variety of assessment techniques for meeting the needs of all learners. Reasonable adjustments are made to accommodate learners when appropriate and in accordance with University policy.

## **26 Technology Enhanced Learning**

Delivery of the programme will be supported by use of technologies, such as the University's Virtual Learning Environment (VLE), the Development and Career Plan (DCP) and Library Services.

Included within the library services is access to journals and specific subject-related learning resources. Students will be encouraged to apply skills that they already have and to develop new ones. A central tool for technology-enhanced learning is through the use of the University's Virtual Learning Environment (VLE), as part of the pedagogical approach for the programme which augments face to face learning through the proactive use of the VLE to support learning and engagement. Learning materials will all be accessed through the module and within weekly session areas.

Students will engage with advanced research for relevant literature through online databases and electronic search engines as part of the University's library provision. Module specific elements are laid down within individual modules.

The Team also uses the course social media pages to further develop and enhance learning through posting and signposting sector related articles and encouraging discussions and debates of key developments. Students are also encouraged to post their own articles to help develop a community of practice across the programme and the University.

## **27 Work-related Learning and/or Placement**

The FdA programmes are designed as work-based degrees, forming a key part of the blended work-based learning approach outlined in Section 22. All modules are built around students' professional practice, and the achievement of learning outcomes across all levels requires students to critically link theoretical knowledge with work-based experiences.

Students enrolled on the FdA programmes do not undertake traditional time-limited placements. Instead, they are engaged in continuous and consistent work-related learning within their own employment or voluntary settings as an essential condition of the programme and organised by the student prior to enrolment. As detailed in Section 22, students are required to be active in a relevant professional environment throughout their studies, embedding practice into academic development.

Students must complete a minimum of 360 hours of work-related practice each academic year, equivalent to approximately 12 hours per week, working or volunteering directly with children,

young people, or families. While this is the minimum requirement, the majority of students substantially exceed these hours through full-time employment in sector-relevant roles. Students who are not already employed within the sector must secure a suitable placement prior to enrolment.

As a strict condition of enrolment and re-enrolment at each level of study, all students must submit a signed Workplace Agreement Form, completed in collaboration with their employer or voluntary setting. This agreement formalises the tripartite partnership between the student, the workplace, and the University, and it underpins the programme's commitment to work-based learning, as defined by the University's Code of Practice for Work-based Learning (2024). Students are not permitted to continue their studies without a fully completed and approved Workplace Agreement and failure to supply this could result in an enforced break in learning.

The Workplace Agreement ensures that:

- Students have an appropriate and safe environment for learning.
- The employer/setting understands and supports the student's learning objectives.
- Current and relevant Disclosure and Barring Service (DBS) clearance is in place.
- Health and Safety requirements are met.
- Safeguarding concerns relating to the student can be appropriately shared between the workplace and the University if necessary.

The agreement is central to strengthening the working relationship between the University and its sector partners, a principle that is fundamental to the ethos of Foundation Degrees.

Where a student experiences a change in circumstance, such as maternity leave, extended illness, redundancy or relocation, this must be reported immediately to the Programme Leader. In cases where a student changes work-setting during the programme, they must provide a newly completed and signed Workplace Agreement Form for the new setting. All Workplace Agreements are securely stored centrally by the University.

By embedding work-based learning into the heart of the programme through a rigorous and structured process, the FdA programmes ensure that students' academic development is grounded in real-world experience, supporting their future employability and professional progression.

Code of Practice for Work-based Learning (2024)

## **28**   **Employability**

Employability is at the heart of the FdA programmes. The curriculum is explicitly designed to enhance students' professional skills, workplace confidence, and career progression opportunities. As a work-based degree, the programme requires students to be actively employed or volunteering in a relevant setting for a minimum of 360 hours over the academic year, ensuring that academic learning is consistently integrated with real-world practice.

Throughout their studies, students are systematically supported to relate theoretical principles to their professional roles. Assessments are authentic and practice-focused, helping students to develop the critical thinking, communication, and reflective skills required by employers across the education and children's workforce sectors. Modules build employability progressively, scaffolding students' ability to apply research, policy understanding, and practice innovation to workplace contexts.

Career development is embedded at every stage of the programme. Students receive tailored career advice through personal tutorials, transition events, and information sessions. For example, progression events at Level 5 provide guidance on routes into teaching, including Primary Teaching Studies with Qualified Teacher Status (QTS), as well as further study opportunities within the associated programmes.

The programme structure ensures that, on graduation, students are well-prepared to progress into higher-level roles in education and care, undertake further academic study, or move into specialised professional pathways.

The FdA programmes are designed to develop a wide range of intellectual, transferable, and professional skills aligned with the University's Graduate Attributes. The curriculum structure systematically supports the following areas:

### 1. Academic Literacies

Students develop academic literacies across four key strands:

- **Criticality:** Students enhance critical thinking skills through debates, discussions, and assessments, with formative and summative feedback embedded at all levels.
- **Academic Communication:** Classroom dialogue and varied assessment types foster the ability to communicate ideas effectively in academic contexts.
- **Academic Integrity:** Ethical considerations and academic conventions are introduced and scaffolded through the First Year Writing Programme (FYWP) and extended at Levels 5 and 6.
- **Independent Learning:** Students are guided from their first lectures to access support through tutorials in association with the library services team based within The Hub.

The "Tools for Learning" module specifically guides students through the expectations and responsibilities of studying at higher education level.

**2. Global Citizenship** - Modules explore global contexts relevant to students' local, academic, and professional environments, encouraging a broad, inclusive worldview as part of their learning.

**3. Information Literacy** - From the outset, students are taught to source, evaluate, and present academic information critically. Information literacy skills underpin problem-solving, planning, and argument development across all levels of study.

**4. Digital Fluency** - Students develop ICT proficiency and digital creativity through engagement with online learning platforms, research tasks, and digital-based assessments, enhancing their ability to navigate and critically engage with digital environments.

**5. Employability** - Work-based learning is at the core of the FdA, requiring a minimum of 12 hours per week in a relevant paid or voluntary role. Students systematically link theoretical principles to practice through module content and assessment. Career guidance is embedded at each level, including progression events where students receive information about routes into teaching (e.g., Primary Teaching Studies with QTS) and other professional pathways.

**6. Being Enterprising** - Students are encouraged to develop creativity, initiative, and problem-solving skills through independent learning and collaborative assessments. Opportunities for innovation are embedded across class discussions, tasks, and project work.

## SECTION E - PROGRAMME MANAGEMENT

29	Programme Specific Admission Requirements
	<ul style="list-style-type: none"> <li>• Typically, a minimum of one year’s experience in practice with a minimum of two days a week (minimum of 12 hours per week accumulating to 360 hours per year of study in a relevant role, either as an employee or a volunteer).</li> <li>• In exceptional cases, it might be appropriate to recruit students directly from a Level 3 apprenticeship or other courses in which it can be demonstrated that there is a significant element of professional practice.</li> <li>• Typically, a Level 3 Diploma, NVQs, access to HE programmes, subject/vocational qualifications, however, the course welcomes applicants with non-traditional Level 3 qualifications.</li> <li>• We encourage applications from mature students and recognise that their experience or qualifications may differ from those mentioned previously. This is supported by the QAA Characteristics of Foundation Degrees (QAA, 2024, p.7), that states Universities should have “flexible admissions requirements, including the establishment of effective procedures to assist applicants from diverse backgrounds who may be able to demonstrate their suitability for entry onto a foundation degree in a variety of ways.</li> <li>• Students are required to complete and submit a signed Workplace Agreement, endorsed by the head teacher or workplace manager of the setting where they are employed or volunteer. The Workplace Agreement formalises the tripartite partnership between the student, the setting, and the University, and confirms that the student holds a current and valid Disclosure and Barring Service (DBS) clearance.</li> <li>• Submission of a completed Workplace Agreement is a strict condition of enrolment and until the Workplace Agreement has been received by the University Placement Office, the student is conditionally registered.</li> <li>• Instructions on the return of the Workplace Agreement is provided during the enrolment and induction process. Students who fail to meet this requirement within the specified timeframe may be subject to an enforced break in learning, unless exceptional circumstances apply as outlined in Section 27.</li> </ul> <p>In line with the priority which it gives to promoting opportunities for lifelong learning and widening access to Higher Education, the University welcomes applications from prospective students who are seeking to gain exemption from some parts of an academic programme by gaining Recognition of Prior Learning. Such claims may be based either on a previous course of study or on experience gained in paid employment or voluntary activities. In addition, bridging assignments are available to enable students seeking direct entry into Level 5 to meet programme specific Level 4 module outcomes if previous study does not align with the corresponding the University’s FdA learning outcomes.</p>

<b>30</b>	<b>Programme Specific Management Arrangements</b>
<p><u>Foundation Degree</u></p> <p>The Programme Leader for the FdA Special Educational Needs, Disability (SEND) and Inclusive Practice programme will lead and manage the programme. The programme is taught by current team module leaders and tutors, while hourly paid lecturers may undertake placement observations. Observation and assessment can be facilitated in different ways, such as face-to-face tutor visits to the placement where possible or virtually in real time using technology to observe and assess students, for example, engaging in an activity with a child or group of children. Visiting speakers may be used as an enhancement to modules for currency and sector specific content, in line with Professional, Regulatory and Statutory Bodies (PSRB) requirements.</p>	
<b>31</b>	<b>Staff Responsibilities</b>
<p>The module material is delivered by the programme team, who have the required knowledge and expertise. Module leadership is assigned to team members who have a specific interest or expertise in module content, particularly if this aligns with current staff research interests. Modules are taught primarily by sector specialists, however, content that may cross other relevant courses are taught by the most appropriate team member.</p> <p>All tutors are assigned to students across all cohort levels as personal tutors, and in the final year, they may also take on the role of research supervisor in the sector-led project. Where possible a sector specialist team member from the core team will be assigned the position of personal tutor to graduate practitioner which will require them to monitor progress against the GPC.</p>	
<b>32</b>	<b>Programme Specific Academic Student Support</b>
<p>Support is embedded within each module at all levels for all students. Specific academic support is also provided through the FYWP and the Tools for Learning module are designed to provide a foundation for developing students' academic reading, writing and oral communication skills to support academic literacy and digital fluency as identified in section 22.</p> <p>Further specific support is provided for each module and contextualised to the assessments to support students' understanding of the expectations of the module. There is a significant focus on work-based practices and students are encouraged to support and learn from one another to further contextualise the content within sessions. In addition, the team will work with wider professional services, including the specific library liaison tutor and The Hub to enhance this provision.</p> <p>Tutorial support is also embedded within each module and students are provided with individual personal tutors as part of the Development and Career plan (DCP).</p>	

**33 Programme Specific Student Evaluation**

The programme fully complies with current institutional evaluation policies. Formal mechanisms are in place to ensure that students can actively contribute to programme enhancement, primarily through the Students' Union Representative Feedback System (RFS), which enables elected Student Representatives to gather and communicate student views.

**Programme-Specific Evaluation**

Module evaluations are conducted at the end of each teaching block in line with the University's current practices. Feedback collected from these reviews is analysed by the programme team and used to inform module improvements and planning for the next academic cycle.

Student voice is further embedded through participation in internal and external surveys, which contribute to the generation of Annual Monitoring Reports (AMRs) and the identification of programme-specific enhancement priorities.

The course team values student feedback and promotes a culture of open dialogue. In addition to formal mechanisms, opportunities for informal feedback are available through the personal tutor system. Students are regularly consulted about programme developments through surveys, student representative meetings, and communications via the Virtual Learning Environment (VLE).

The programme team is committed to responding to all feedback in an open and transparent manner, ensuring that students are informed about how their contributions have influenced programme enhancements.

## SECTION F – MAPPING

### MAP I

#### ASSESSMENT /OUTCOMES MAP

Module Name	K&U1	K&U2	K&U3	K&U4	SPS1	SPS2	SPS3	SPS4	IS1	IS2	IS3	TS1	TS2	TS3	TS4
Tools for Learning	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
Exploring Educational Contexts	✓	✓		✓	✓				✓	✓	✓	✓	✓	✓	✓
Individual in Society	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Working Together in Practice	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓

Module Name	K&U1	K&U2	K&U3	K&U4	SPS1	SPS2	SPS3	SPS4	IS1	IS2	IS3	TS1	TS2	TS3	TS4
Equality, Diversity and Inclusion	✓	✓		✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
Personal and Professional Development	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
Supporting Learning and Assessment for Diverse Needs	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Practitioner Research	✓	✓		✓					✓	✓	✓	✓	✓	✓	✓

## SECTION G

## MAP 2

### Graduate Attribute Mapping

Please indicate (with a X) which of the Graduate Attributes that you have considered and where they are considered within the course.

#### Early Childhood Education in Practice

Attribute	K&U1	K&U2	K&U3	SPS1	SPS2	SPS3	SPS4	IS1	IS2	IS3	TS1	TS2	TS3	TS4
Academic Literacies	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Global Citizenship		✓			✓	✓								
Information Literacy				✓	✓	✓			✓	✓	✓		✓	
Digital Fluency	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Employability	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Being Enterprising							✓				✓	✓		

#### Graduate Attributes

- GA1. [Academic Literacies](#) This covers the range of academic skills that you develop through undertaking university-level study.
- GA2. [Global Citizenship](#) This is about understanding the global context in which you live, study and work
- GA3. [Information Literacy](#) This is about being able to search for, locate, utilise and manage information effectively and ethically
- GA4. [Digital Fluency](#) These are the skills and practices of using digital technology effectively for learning, working and participating in society
- GA5. [Employability](#) This is all about how best to support you in developing the knowledge, skills, behaviours and attitudes which will enable you to be successful in work and life
- GA6. [Being Enterprising](#) This can be defined as a set of behaviours, attitudes and skills which allow both individuals and groups to create positive change through creativity and innovation

**SECTION H**

**MAP 3**

**Approved Modifications to Programme Specification since Approval/Last Review**

*The following log provides a cumulative of minor and major modifications made to the Programme Specification since its approval/last review.*

Reference	Brief Outline of Light/Minor Modification/ Major Modification <i>(Light/Minor - include level &amp; title of modules &amp; a brief description of modification)</i> <i>(Major - include details of change such as new routes, pathways etc)</i>	Date of QASA Approval (or event)	Approval effective from:	Details of cohort of students who will be affected by the modification <i>(eg students entering Level 5 from September 2016 onward)</i>

## SECTION I

### MAP 4

#### Mapping of PSRB requirements against the Programme

*The following should be used as a guide to identify and specify all PSRB requirements that have to be met in order to qualify a learner against the PSRB.*

N/A