



**BISHOP  
GROSSESTE  
UNIVERSITY**

## **Programme Area: Education and Lifelong Learning**

### **BA (Hons) Special Educational Needs, Disability and Inclusion (SENDI) with Foundation Year**

## **Programme Specification**

This document provides a concise summary of the main features of the course(s) and 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	<b>BGU approval – date and outcome of last approval</b>	19 January 2022 Oct 2023 Amendment due to academic integrity review
2	<b>Next Scheduled Review Date: [Month/Year]</b>	<b>March 2028</b>  <b>Foundation Degree &amp; Combined Honours</b> Curriculum specifically attached to this programme specification will be reviewed at the same time.
3	<b>Programme Specification - Effective date: [Day/Month/Year]</b>	Foundation Year: 01 September 2022 BA (Hons) Special Education needs, Disability and Inclusion: 01 September 2023
4	<b>Version Number</b>	1.1

## 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.*

***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*

## **Part 1**

# **PROGRAMME ADMINISTRATIVE AND REGULATORY INFORMATION**

# SECTION A (YEARS 1-4) BA (HONS) SPECIAL EDUCATION NEEDS, DISABILITY, AND INCLUSION: ADMINISTRATIVE AND REGULATORY INFORMATION

<b>1</b>	<b>Programme Specification Title</b>
BA (Hons) Special Educational Needs, Disability, and Inclusion (SENDI) with Foundation Year	
<b>1a</b>	<b>Programme Code</b>
BASND02F22	
<b>2</b>	<b>Brief Summary (for Marketing Purposes)</b>
<p><b>Foundation Year:</b></p> <p>The Foundation Year is an articulated, structured programme of access to Higher Education. It will provide a solid basis for future undergraduate study at Bishop Grosseteste University. It is not a stand-alone qualification but is designed to underpin specific degree programmes to which it is directly attached e.g., BA (Hons) English Literature with Foundation Year.</p> <p>The Foundation Year offers an introductory grounding in what it means to be a university student. It will equip learners with the intellectual and interpersonal skills for effective undergraduate study. It provides a unique opportunity to develop core academic skills. In addition, students will begin to develop an impressive portfolio of transferable skills for employability in a range of careers. Students will benefit from small class sizes, intensive teaching and bespoke pastoral care which will help them to get the most out of the programme and settle into university life.</p> <p>This course is designed for students who do not have the usual academic qualifications or UCAS points for registration directly onto a degree course at Bishop Grosseteste University. On successful completion of the Foundation Year, students' progress directly to their chosen degree programme at Bishop Grosseteste University.</p>	
<p><b>BA (Hons) Special Education Needs, Disability and Inclusion (SENDI)</b></p> <p>This programme equips graduating students with a critical understanding of sociological, psychological and philosophical values that shape Special Educational Needs, Disability and Inclusion (SENDI). The programme explores policy and practice, in different educational, cultural and social settings, promoting appreciation for the need for inclusive, relevant and ever-changing teaching strategies to meet diverse learning needs. The programme challenges how we see, interpret and respond to needs in practice, seeking solutions and opportunities to become advocates for change. Students develop knowledge and understanding of different Labels and acronyms: categories of need and acquire skills in meeting needs through examining theory and engaging in research-based placements. The SENDI programme is structured to develop student's subject specific confidence and graduate attributes through study of broad themes initially to more specialised SENDI topics.</p>	

<b>3</b>	<b>Awarding institution</b>	Bishop Grosseteste University		
<b>3a</b>	<b>Programme Length</b>	<b>Full-Time</b> 4 years		
<b>3b</b>	<b>Mode(s) of Study</b>	Full-time		
<b>4</b>	<b>Home Academic Programme Portfolio</b>	Education and Lifelong Learning		
<b>5</b>	<b>HECoS/UTT/UCAS code(s)</b>	<b>HECoS/CAH2</b> 100459 CAH22-01-01	<b>ITT</b> N/A	<b>UCAS code</b> X36F
<b>6</b>	<b>Framework for HE Qualifications position of final award(s)</b>	Foundation Year: Non-award bearing (Level 4) SENDI: Certificate (Level 4) Diploma (Level 5) Honours (Level 6)		
<b>7</b>	<b>Alignment with University Credit Framework</b>	Foundation Year: Non-award bearing SENDI: Undergraduate		
<b>8</b>	<b>Compliance with University Assessment Regulations</b>	<i>Regulations for Undergraduate Awards, and Supplement to the Regulations for Undergraduate Awards with Foundation Year.</i>		
<b>9</b>	<b>Progression routes with Foundation Degree (FdA) or Top-up</b>	n/a		

## Awards

<b>10</b>	<b>Final Award title(s)</b>	Bachelor of Arts (hons) Special Educational Needs, Disability and Inclusion with Foundation Year  Students who are judged to have passed the criteria required to progress will be issued a 'Record of Achievement' for the Bishop Grosseteste University Foundation Year
<b>10a</b>	<b>Exit or Fall-back Award title(s)</b>	Certificate in Special Educational Needs, Disability and Inclusion  Diploma in Special Educational Needs, Disability and Inclusion  Bachelor of Arts Special Educational Needs, Disability and Inclusion

<b>10b</b>	<b>Pathway</b>	<p>Students can enter at level 4 having acquired the requisite number of credits determined by the University.</p> <p>Students may progress onto Post Graduate Certificate in Education (PGCE) /Masters programmes upon completion.</p>
<b>11</b>	<b>Combined Honours Awards available</b>	<ul style="list-style-type: none"> <li>• BA (Hons) Education Studies and Special Educational Needs, Disability and Inclusion</li> <li>• BA (Hons) Education Studies and Special Educational Needs, Disability and Inclusion with Foundation Year</li> <li>• BA (Hons) Psychology and Special Educational Needs, Disability and Inclusion</li> <li>• BA (Hons) Psychology and Special Educational Needs, Disability and Inclusion with Foundation Year</li> <li>• BA (Hons) Special Educational Needs, Disability and Inclusion and Theology, Philosophy and Ethics</li> <li>• BA (Hons) Special Educational Needs, Disability and Inclusion and Theology, Philosophy and Ethics with Foundation Year</li> </ul>

## Arrangements with Partners

<b>12</b>	<b>Approved Collaborative partner(s)</b>	Partner Name	Type of Collaborative Partnership
		N/A	
<b>13</b>	<b>Articulation Arrangements with Partners</b>	Partner Name	Details of Arrangements
		N/A	

## 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

## **Part 2**

# **PROGRAMME CONTENT**

## SECTION B1 (YEAR 1) FOUNDATION YEAR: OUTCOMES

<b>17</b>	<b>QAA Benchmark Statement(s)</b>
The programme has been written to correspond closely with the:	
<ul style="list-style-type: none"> <li>• <i>UK Quality Code for Higher Education</i> (QAA 2018)</li> <li>• <i>Framework for Higher Education Qualifications in England, Wales and Northern Ireland</i> (FHEQ)</li> <li>• specific reference to benchmark statements for <i>Education Studies</i> (2015)</li> <li>• specific reference to relevant Bishop Grosseteste University codes of practice and guidance on programme specifications</li> </ul>	
<b>18</b>	<b>Programme Aim</b>
<p>The Foundation Year aims to contribute to widening participation and lifelong learning by encouraging participation by learners who may not previously have considered studying for a higher-level qualification, or those who, for a variety of circumstances, are unable to immediately satisfy typical entry criteria for undergraduate degrees.</p> <p>The programme aims to prepare learners for Level 4 undergraduate study at Bishop Grosseteste University. It will:</p> <ul style="list-style-type: none"> <li>• Provide learners with knowledge and understanding of basic academic communication and problem-solving skills</li> <li>• Develop learners as critical thinkers utilising enquiry, investigation, and evidence-based analysis within interdisciplinary contexts</li> <li>• Support learners to become self-directed learners in preparation for undergraduate study</li> <li>• Enable learners to develop a range of transferable skills as a foundation for employment.</li> </ul> <p>The Foundation Year provides an extended and intensive induction to Higher Education (HE) that feeds directly into learners' learning across the Foundation Year and beyond into their full degree programme. The Foundation Year is a direct articulation into existing and future undergraduate, non-QTS degree courses. Successful completion of this programme is required in order to follow the articulated degree programmes at Bishop Grosseteste University.</p> <p>A number of degree programmes at Bishop Grosseteste University will benefit from the articulated Foundation Year, which will raise the number of appropriately prepared learners. It aims to reduce the level of additional academic support that might otherwise be necessary for some learners.</p>	
<b>19</b>	<b>Programme Specific Outcomes</b>
<p><b>(a) <u>Final Award Learning Outcomes</u></b></p> <p><b>Students successfully completing the Foundation Year will be able to:</b></p>	

**K&U 1:** Demonstrate foundational knowledge of the fundamental concepts, principles and techniques which underpin future study at Level 4 and higher.

**SPS 1:** Demonstrate emerging ability to construct and evidence critical arguments as part of academic development.

**SPS 2:** Develop and provide evidence of application of core academic study skills such as time management, study methods, research, interpreting evidence, academic writing, presentation skills and digital tools for learning.

**IS 1:** Demonstrate a basic understanding of different approaches to problem solving that underpin future study at Level 4 and higher.

**TS 1:** Be able to work independently and collaboratively as part of a wider team and communicate effectively

**TS 2:** To begin to demonstrate reflective evaluation and responsibility for their own learning and personal development.

Programme-based learning outcomes are necessarily generic to support the development of key study skills applicable across all potential undergraduate programmes of further study at Bishop Grosseteste University.

The Bishop Grosseteste University Graduate Attribute framework identifies further outcomes learners should acquire. These reflect a collective understanding of the essential skills of a Bishop Grosseteste University graduate. Those completing this one-year programme will therefore be further equipped with attributes suitable for a range of careers and lifelong learning.

These programme outcomes combine to provide a strong foundation for learners' future study and employability

<b>20</b>	<b>PGCE or Exit Award Learning Outcomes</b>
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There is no premature exit award for this one-year, non-award bearing programme.

## SECTION B2 (YEARS 2-4) BA (HONS) SPECIAL EDUCATIONAL NEEDS, DISABILITY, AND INCLUSION: OUTCOMES

<b>17</b>	<b>QAA Benchmark Statement(s)</b>
<p>There are no subject specific benchmark statements for Special Educational Needs degrees. As such this programme has been written to correspond closely with the QAA Quality Code (2018) and with specific reference to benchmark statements for Education Studies (2019), Sociology (2019), Social Policy (2019) and Health Studies (2019).</p> <p>SEEC level descriptors have also been used in designing module and programme outcomes (seec, 2021) credit level descriptors for Higher Education available at <a href="https://seec.uall.ac.uk">SEEC (uall.ac.uk)</a>.</p>	
<b>18</b>	<b>Programme Aim</b>
<p>The programme provides graduating students with qualities and transferable skills necessary for specific employment or further training in a range of related fields of special education, social or health care settings for example PGCE, policy administration or support work. This will be characterised by students who have not only attained the subject and module outcomes at the appropriate levels but have also begun to understand the diversity of human needs and the importance of challenging existing values, attitudes and prejudices in the wider community. Graduates will be able to contribute to society through advocacy for both themselves and the needs of others, using informed knowledge and understanding in judgements and actions.</p> <p>Education and Lifelong Learning (EDaLL) have developed common programme outcomes relating to intellectual and transferable skills for students studying all subjects within the modular framework which are integrated into the SENDI programme modules.</p> <p>In addition to this, the Graduate Attribute framework identifies further outcomes students should acquire. These reflect a collective understanding of the essential skills of a BGU graduate who, through the study of this degree will be equipped with intellectual and transferable skills suitable for a range of professional careers and lifelong learning. These generic outcomes will be demonstrated in any given subject where a student studies a combined or single honours programme. Outcomes relating to knowledge and understanding and practical and/or professional skills are subject-specific. The generic skills indicate a minimum for all Education and Lifelong Learning graduates.</p>	
<b>19</b>	<b>Programme Specific Outcomes</b>
<p><b>(a) <u>Final Award Learning Outcomes</u></b></p> <p>On successful completion of Bachelor of Arts single honours Special Educational Needs, Disability and Inclusion, students will be able to:</p> <p><b>Knowledge &amp; Understanding</b></p> <ul style="list-style-type: none"> <li>• K&amp;U1 Effectively communicate a comprehensive knowledge and understanding of principal features and key paradigms of SENDI, recognising differing social, political, cultural and historical contexts, with in-depth individual areas of specialisation;</li> </ul>	

- K&U2 Demonstrate a critical and reflective understanding of the wide range of values and principles which inform inclusive practice at local, national and global levels;
- K&U3 Have a critical understanding of how a range of competing personal, social and educational systems, values and attitudes determine and shape special education and inclusive provision;
- K&U4 Demonstrate a thorough and critical understanding of how a wide range of policy & practice can impact upon both group and individual experience with specific reference to Labels and acronyms: categories of need.

#### **Subject-Specific Skills**

- SPS1 Apply academic, critical and reflective approaches to meeting a diverse range of individual needs, recognising the complexity of competing social and educational ideologies;
- SPS2 Analyse methods and transfer techniques learned to engage others and support inclusive practice as advocates of change;
- SPS3 Review, consolidate, extend and apply thorough knowledge and understanding of SENDI to a wide range of contexts evidenced through confident presentations in a range of different formats;
- SPS4 Demonstrate the ability to complete work autonomously and to initiate and carry out work to completion, collating and evaluating data, showing an appreciation of theory evidence and relevance to current debates.

#### **Intellectual skills**

- IS1 Articulate critical arguments on specialist and complex subject matters, adopting and defending an evidence-based personal position;
- IS2 Abstract, synthesise and analyse secondary and primary sources, demonstrating confidence in the search, and manipulation of different data;
- IS3 Apply specialist knowledge to frame and solve problems of a predictable, unpredictable and complex nature;
- IS4 Comprehend the contested and pluralistic nature of their specialist areas of study.

#### **Transferable skills**

- TS1 Develop a range of employability skills appropriate to the subject area;
- TS2 Demonstrate a wide range of effective oral, written and presentation skills for a number of audiences;
- TS3 Be able to apply a wide range of information and communications technology and other learning and communications resources;

- TS4 Plan and manage their own time effectively in order to achieve objectives, meet deadlines, and construct research, either independently or as part of a team.

<b>20</b>	<b>Exit Award Learning Outcomes</b>
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On successful completion of a Certificate in Higher Education (SENDI), students will be able to:

**Knowledge & Understanding**

- K&U1 Effectively communicate a comprehensive knowledge and understanding of principal features and key paradigms of SENDI, recognising differing social, political, cultural and historical contexts, with in-depth individual areas of specialisation;
- K&U2 Demonstrate a critical and reflective understanding of the wide range of values and principles which inform inclusive practice at local, national and global levels;
- K&U3 have a critical understanding of how a range of competing personal, social and educational systems, values and attitudes determine and shape special education and inclusive provision.

**Subject-Specific Skills**

- SPS1 Apply academic, critical and reflective approaches to meeting a diverse range of individual needs, recognising the complexity of competing social and educational ideologies;
- SPS2 Analyse methods and transfer techniques learned to engage others and support inclusive practice as advocates of change;
- SPS4 Demonstrate the ability to complete work autonomously and to initiate and carry out work to completion, collating and evaluating data, showing an appreciation of theory evidence and relevance to current debates.

**Intellectual skills**

- IS1 Articulate critical arguments on specialist and complex subject matters, adopting and defending an evidence-based personal position;
- IS2 Abstract, synthesise and analyse secondary and primary sources, demonstrating confidence in the search, and manipulation of different data.

**Transferable skills**

- TS1 Develop a range of employability skills appropriate to the subject area;
- TS2 Demonstrate a wide range of effective oral, written and presentation skills for a number of audiences;
- TS3 Be able to apply a wide range of information and communications technology and other learning and communications resources;
- TS4 Plan and manage their own time effectively in order to achieve objectives, meet deadlines, and construct research, either independently or as part of a team.

On successful completion of a Diploma in Higher Education SENDI, students will be able to:

**Knowledge & Understanding**

- K&U1 Effectively communicate a comprehensive knowledge and understanding of principal features and key paradigms of SENDI, recognising differing social, political, cultural and historical contexts, with in-depth individual areas of specialisation;
- K&U2 Demonstrate a critical and reflective understanding of the wide range of values and principles which inform inclusive practice at local, national and global levels;
- K&U3 Have a critical understanding of how a range of competing personal, social and educational systems, values and attitudes determine and shape special education and inclusive provision.

**Subject-Specific Skills**

- SPS1 Apply academic, critical and reflective approaches to meeting a diverse range of individual needs, recognising the complexity of competing social and educational ideologies;
- SPS2 Analyse methods and transfer techniques learned to engage others and support inclusive practice as advocates of change;
- SPS3 Review, consolidate, extend and apply thorough knowledge and understanding of SENDI to a wide range of contexts evidenced through confident presentations in a range of different formats;
- SPS4 Demonstrate the ability to complete work autonomously and to initiate and carry out work to completion, collating and evaluating data, showing an appreciation of theory evidence and relevance to current debates.

**Intellectual skills**

- IS1 Articulate critical arguments on specialist and complex subject matters, adopting and defending an evidence-based personal position;
- IS2 Abstract, synthesise and analyse secondary and primary sources, demonstrating confidence in the search, and manipulation of different data;
- IS3 Apply specialist knowledge to frame and solve problems of a predictable, unpredictable and complex nature.

**Transferable skills**

- TS1 Develop a range of employability skills appropriate to the subject area;
- TS2 Demonstrate a wide range of effective oral, written and presentation skills for a number of audiences;
- TS3 Be able to apply a wide range of information and communications technology and other learning and communications resources;

- TS4 Plan and manage their own time effectively in order to achieve objectives, meet deadlines, and construct research, either independently or as part of a team.

**In order to qualify for an Ordinary Degree (Level 6):**

- The student must meet the requirements as laid down in *the Regulations for Undergraduate Awards* (which is available from the University Website).

## SECTION C1 (YEAR 1) FOUNDATION YEAR: STRUCTURE

<b>21a</b>	<b>Structures, modes of delivery (e.g. 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

<b>September</b>		<b>January</b>	
FDY00120 Self As Learner	FDY00220 Resourcing Learning	FDY00520 Effective Communication	FDY00620 The Digital Learner
FDY00320 Critical Thinking	FDY00420 Critical Engagement	FDY00720 Reflective Learning	FDY00820 Academic Writing

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

<b>Core Modules</b>				
<b>Code</b>	<b>Status</b>	<b>Module Title</b>	<b>Period (number)</b>	<b>No of credits</b>
FDY00120	CORE	Self As Learner	1 (Autumn)	N/A
FDY00220	CORE	Resourcing Learning	1 (Autumn)	N/A
FDY00320	CORE	Critical Thinking	1 (Autumn)	N/A
FDY00420	CORE	Critical Engagement	1 (Autumn)	N/A
FDY00520	CORE	Effective Communication	2 (Spring)	N/A
FDY00620	CORE	The Digital Learner	2 (Spring)	N/A
FDY00720	CORE	Reflective Learning	2 (Spring)	N/A
FDY00820	CORE	Academic Writing	2 (Spring)	N/A

## SECTION C2 (YEARS 2-4) BA (HONS) SPECIAL EDUCATION NEEDS, DISABILITY, AND INCLUSION: STRUCTURE

21a	Structures, modes of delivery (e.g., 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
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### Level 4 – 120 credits

Level 4	Semester 1	SND40122 From Excluded to Included: A Century of Change 30 credits	SND40322 Learning to Learn 30 credits
	Semester 2	SND40222 The Whole Child: Holistic Approaches to Meeting Needs 30 credits	SND40422 Barriers to Learning 30 credits

### Level 5 – 120 credits

Level 5	Semester 1	SND50722 Interpreting the world: Research & Practice 15 credits	SND50522 Professional Contexts 15 credits	SND50122 Meeting Different Needs 30 credits	SND50922 Global Approaches to Inclusion Or GA Enhancement Module 15 credits
	Semester 2	SND50822 Labels and acronyms: categories of need 30 credits			SND50422 Rhetoric to Reality? Or GA Enhancement module 15 credits

### Level 6 – 120 credits

Level 6	Semester 1	SND605252 Capstone Project Proposal 15 credits	SND60222 Leading the Learning Environment 15 credits	SND60122 Hidden Inequalities 30 credits	15 credits SND60322 Spectrums and Kaleidoscopes 15 credits
	Semester 2	SND60622 Capstone Project 30 credits			SND60422 Contemporary Issues in Inclusion 15 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
SND40122	M	From Excluded to Included: A century of Change	1	30
SND40322	M + Placement	Learning to Learn	1	30
SND40222	M + Placement	The Whole Child: Holistic Approaches to Meeting Needs	2	30
SND40422	M	Barriers to Learning	2	30

**Level 5**

<b>Core Modules</b>				
Code	Status	Module Title	Period (number)	No of credits
SND50122	M + Placement sem 2	Meeting Different Needs	1/2	30
SND50522	M + Placement	Professional Contexts	1	15
SND50722	M	Interpreting the world: Research & Practice	1	15
SND50822	M	Labels and acronyms: categories of need	2	30
<b>Option Modules</b>				
SND50922	M	Global Approaches to Inclusion	1	15
SND50422	M	Rhetoric or Reality?	2	15

**Level 6**

<b>Core Modules</b>				
Code	Status	Module Title	Period (number)	No of credits
SND60122	M	Hidden Inequalities	1/2	30
SND60222	M	Leading the Learning Environment	1	15
SND60522	M	Capstone Project Proposal	1	15
SND60622	M	Capstone Project	2	30
<b>Option Modules</b>				
SND60322	M	Spectrums and Kaleidoscopes	1	15
SND60422	M	Contemporary Issues in Inclusion	2	15

## SECTION D1 (YEAR 1) FOUNDATION YEAR: TEACHING, LEARNING AND ASSESSMENT

### 22 Curriculum Design

The Bishop Grosseteste University Foundation Year programme is in line with national practice and resembles Foundation Year programmes successfully offered by a number of UK higher education institutions to provide supportive access into higher education (HE). The Bishop Grosseteste University Foundation Year aims to contribute to widening participation and lifelong learning by encouraging participation by learners who may not previously have considered studying for a higher-level qualification.

The Bishop Grosseteste University Foundation Year is therefore designed to support a wide range of learners from different backgrounds and with non-standard academic qualifications to enter HE. The programme provides an opportunity for learners to study at the University who are unable to evidence the usual level of entry qualifications / UCAS points required for entry to degree programmes at Bishop Grosseteste University.

The Bishop Grosseteste University Foundation Year programme is a complimentary internal programme of study to enable access to degree study at Bishop Grosseteste University. The Foundation Year programme is therefore designed to provide a common core of academic and generic study skills sufficient to build confidence and self-discipline to prepare learners for subsequent study and academic success at undergraduate level.

The Foundation Year programme is a pass-fail programme and is therefore non-award bearing. There are 8 modules, equally distributed between two semesters. Modules are studied over a 7-week period and are paired so that learners engage with two aligned, yet separate, modules each week. The pairing of modules, enables accumulative development of skills through a generic approach in which all learning is connected and builds incrementally throughout the year. It is anticipated that typically learners will attend face-to-face sessions for 6 hours weekly.

The programme has been designed to be delivered and assessed at Level 4 equivalence within the QAA FHEQ. This level indicates the intellectual demand and rigour of academic study required to successfully complete each module and provide a taster of the demands of degree level study.

A key design feature of the Foundation Year, has been the commitment to providing a programme which is suitable for a potentially diverse mix of learners. In recognition of the diversity of learner experiences and needs, this programme has been designed to balance the current needs of learners with the future demands that studying at degree level will place on them. The purpose of the programme is not to fully mirror a full undergraduate degree programme but to provide a foundational experience and, moderately and gradually, build confidence and capability of the learners. As such, the indicative hours of study are less than what might normally be expected on a full degree programme, but the delivery is condensed and intensely delivered per week. This delivery pattern is proved to best support the needs of learners on Foundation Year programmes, who typically have other life-commitments outside university.

Learning and teaching approaches utilise a blended approach of face-to-face, directed, online and independent study. A key feature of delivery are the 'learner-led, tutor-facilitated' group tutorials. These take place weekly and encourage individual learners to re-engage with education, to 'deconstruct' what might have been previously, less than positive, engagements with education. The tutorials encourage learners to 'reconstruct' and to take personal responsibility and ownership of their learning during the Foundation Year and beyond. Peer support and dialogic approaches form a strong element of this process.

The Foundation Year programme offers incremental steps to foster a thirst for, and enjoyment of, learning and a gradual acculturation into university life. This approach will help ensure that individuals who successfully complete the Foundation Year programme are effective, successful undergraduate learners who reach their own potential within the next stages of their learner journey at full degree programme level.

Learners on the Foundation Year build a set of knowledge, skills and attributes associated with university study which they will be able to directly transfer into their degrees. The generic nature of the modules aims to ensure that learners are equipped with the necessary study skills, and written and verbal communication abilities to succeed, as well as gaining independence and confidence to progress. To avoid duplication of content at a later date, learners do not formally study their chosen degree subject during the Foundation Year. However, subject-specific learning is integrated as part of each module, allowing them to focus on their chosen subject route. Learners will have the opportunity to engage with subject-specific materials, which may, for example, include attending taster sessions or tutorials delivered by Faculty subject experts. Learners may also select topics for study that allow them to explore their personal interests and prepare for their future studies.

Throughout the Foundation Year programme, learners are encouraged to draw on their knowledge from across their learning in all module sessions, with the aim that they become active in their approach to learning. The final piece of work requires learners to demonstrate their consolidated learning and understanding and involves the application of research, critical thinking and academic writing.

## 23 Learning and Teaching Strategies

Learning and teaching strategies for the programme as a whole are balanced and comprehensive, underpinned by the need to provide a supportive and directed framework for learners entering at Level 4 with widely differing experience, familiarity and confidence with prior study, from diverse backgrounds and with a variety of entry qualifications. The programme provides the foundation for consolidated skills development in the learner's future degree programme. The modules are designed to be stimulating, challenging, relevant and useful. The modules enable learners to experience, engage with, and develop a range of key skills necessary for independent learning and effective undergraduate study.

Learning and teaching are characterised by a combination of directive, structured, supportive and practical strategies, and opportunities. These strategies aim to ensure that learners are supported in their learning whilst also developing skills, knowledge and confidence as independent learners as appropriate for future HE study. Learning and teaching strategies aim to make effective use of

social integration, group and project work to build confidence and support a community of learning.

Delivery is directed and guided, being designed to meet the needs and experience of learners who may not yet be ready to work with the full confidence and levels of autonomy normally expected at Level 4. Delivery of modules will therefore be through directive and interactive sessions, seminars and tutorials. Group work and workshop methods are also utilised. Learning will be additionally supported through the Virtual Learning Environment (VLE), and independent study.

The Foundation Year has a strong tutorial element, both group and personal tutoring. Typically, there are normally 6 scheduled learning hours per week, of which, 2-3 hours per week of 'learner-led, tutor-facilitated' sessions take place each week. Weekly study tutorials allow learners to discuss their formative tasks, assessed work, all feedback, key readings and issues raised in sessions with peers and tutors. Dialogic approaches enable learners to work on skills and areas of understanding in a supportive peer environment but also familiarises them with the processes of discussion and debate. The incorporation of group work also encourages learners to develop positive and supportive working relationships within the cohort.

Learning and teaching strategies have been selected to compliment the concepts being delivered, for example, digital skills workshops and library-based research tasks, discussion, debate, writing and speaking to a range of specialist and non-specialist audiences. The Foundation Year is intended to develop a strong learning community amongst the cohort but also to create a sense of institutional identity and a growing sense of subject community. The programme seeks to engender a sense of individual learner's 'belief in self' and also belief that they are academic, with a true entitlement to be members of a HE community of learners.

Throughout the year, learners work with their tutor to set and review personal targets so that they can clearly track their development across the year and avoid feeling overwhelmed by the level at which they will be required to work at on entry to their degree studies.

The programme team will work closely with the Foundation Year learners to ensure they are engendered as members of the Bishop Grosseteste University community.

The Foundation Year equips learners with the necessary skills to be autonomous and effective HE learners. Skills developed during the Foundation Year programme will be utilised and consolidated throughout undergraduate study and beyond, be that further study and/or employment. Collectively, the modules support all of Bishop Grosseteste University's Graduate Attributes and embed transferrable skills for employability.

## 24 Assessment Strategies

The Foundation Year programme offers learners opportunities to experience a range of formative and summative assessments. These include, short form writing, annotated bibliography, presentations, micro-teach, use of digital technologies, reflective journal and academic essay.

Assessment strategies are designed to be supportive, build confidence and also aim to ensure learners develop the core skills required for successful study in Higher Education (HE). Assessment strategies deployed across the Foundation Year are balanced, comprehensive, diverse and

inclusive, ensuring that learners experience a range of assessment formats to assess attainment of intended learning outcomes but also to provide supportive preparation for undergraduate study. All modules employ early, small and frequent formative, as well as summative assessment, to ensure that learners gain confidence in their knowledge and abilities as they progress through the Foundation Year. Learners will also have opportunity for self-evaluation and reflection on their own learning progress and development of skills.

Formative feedback is an integral part of the Foundation Year programme. Learners receive feedback on plans and draft materials before final summative assessment submission and have the opportunity to discuss the comments made in more detail with their tutor and peers to enable them to take responsibility for their learning and improvement. Feedback addresses key writing skills (including spelling, grammar and punctuation) as well as more advanced skills such as the structuring of arguments, summary of key concepts and demonstration of subject knowledge. There is also a focus on helping learners to gain an understanding of scholarly activity and the importance of accurate referencing, which will feed forward into their degree studies. Opportunities for verbal feedback and peer review are provided by interactive seminars and tutorials. Learners continue to reflect on their own performance and progression throughout the Foundation Year. Summative feedback is provided for all assessed pieces of work, and the comprehensive combination of formative and summative feedback allows learners to reflect on their progress, strengths and areas for improvement, and forms the basis for self-reflective and tutor-directed target setting.

The feedback cycle provides a strong sense of coherence and continuity of development within the course. Tutorial group sessions provide a focal point for learners to discuss their learning and track their acquisition of knowledge and study skills. The final module culminates in an academic writing project which provides learners the opportunity to demonstrate all of their Foundation Year learning and to receive the final detailed summative feedback they can utilise as they progress on to their continuing programme of undergraduate degree study.

Learners are assessed predominantly through coursework. Each module has an assessment portfolio that contains two or three tasks. This will include extensive use of portfolio-based assessment, in which learners assemble evidence of key tasks, often including reflection and critical review of their progress, strengths and weaknesses.

There are no formal examinations in the Foundation Year. This is in order to build learner confidence and ensure that learners are provided with supportive entry at Level 4. In general, the undergraduate curriculum at Bishop Grosseteste University makes limited use of formal examinations, although they are more common in social science subjects such as Psychology. Appropriate exam preparation is included in the relevant degree programmes as needed once learners progress from the Foundation Year.

Module Code	Module Description	Credits	Year	Assessment and learning methods		
				Exam/Written	Practical	Coursework
				%	%	%
FDY00120	Self As Learner	N/A	1	-	-	100
FDY00220	Resourcing Learning	N/A	1			100
FDY00320	Critical Thinking	N/A	1			100
FDY00420	Critical Engagement	N/A	1			100

FDY00520	Effective Communication	N/A	1			100
FDY00620	The Digital Learner n	N/A	1			100
FDY00720	Reflective Learning	N/A	1			100
FDY00820	Academic Writing	N/A	1			100

The following table provides the indicative content of assessment tasks:

Module	Unistat	Task	Weighting	Indicative Word Counts	Indicative Content of Assessment Tasks
FDY00120 Self As Learner	Coursework	Portfolio	100%	1000	<ul style="list-style-type: none"> <li>• SWOT analysis: Strengths, weakness, opportunities and threats</li> <li>• Discuss good and poor learning experience</li> <li>• Time management exercise e.g., Covey's '4-quadrant time management matrix'</li> </ul>
FDY00220 Resourcing Learning	Coursework	Portfolio	100%	1000	<ul style="list-style-type: none"> <li>• Exercise to demonstrate effective library searching</li> <li>• Peer review referencing</li> <li>• Annotating a bibliography</li> </ul>
FDY00320 Critical Thinking	Coursework	Portfolio	100%	1000	<ul style="list-style-type: none"> <li>• Explore approaches to, and models of, critical thinking e.g., Chatfield's 'Smart Study Model'</li> <li>• With peers, begin to deconstruct arguments in the literature in order to explore critical thinking</li> <li>• Create a personalised toolkit and action plan for critical thinking</li> </ul>

FDY00420 Critical Engagement	Coursework	Portfolio	100%	1000	<ul style="list-style-type: none"> <li>• Explore approaches to critical reading e.g., frame of reference</li> <li>• Read critically and annotate a text/source</li> <li>• Utilise techniques and tools to organise ideas e.g., visual organiser</li> </ul>
FDY00520 Effective Communication	Coursework	Portfolio	100%	1500	<ul style="list-style-type: none"> <li>• Deliver an effective spoken presentation of ideas</li> <li>• Create a written handout and annotated bibliography to support the presentation</li> </ul>
FDY00620 The Digital Learner	Coursework	Portfolio	100%	1500	<ul style="list-style-type: none"> <li>• Reflecting on workshop activities that have enabled the development of skills and appropriate uses of digital technologies to support learning e.g., use of VLE, collaborate online discussion, wikis, online safety, online profile</li> <li>• Self-evaluation of digital capabilities and confidence</li> <li>• Create an effective audio-visual presentation of ideas</li> </ul>
FDY00720 Reflective Learning	Coursework	Portfolio	100%	2000	<ul style="list-style-type: none"> <li>• Group collaboration to develop reflective template and action plan</li> </ul>

					<ul style="list-style-type: none"> <li>• Complete reflective journal of taster sessions</li> <li>• Micro-teach of something learnt from the taster sessions</li> </ul>
FDY00820 Academic Writing	Coursework	Portfolio	100%	2000	<ul style="list-style-type: none"> <li>• In consultation with tutor select a topic for study</li> <li>• Academic essay</li> </ul>

## 25 Inclusive Practice and Personal Development Planning

Bishop Grosseteste University is committed to widening access and participation and adheres to a strict policy of non-discrimination. Learners will be supported for the duration of the Foundation Year through the range of services offered through the Centre for Enhancement in Learning and Teaching (CELT), Student Advice and Library Services.

The Foundation Year programme will support personal development planning through the use of the Bishop Grosseteste University Development and Career Plan (DCP) and the personal tutor system. Learners will also be aligned to a 'subject liaison tutor' who will be a subject-specific point of contact for individual learners. The subject liaison tutor will provide advice regards the subject taster-sessions and also provide subject-context and mentoring/tutorial support for learners as appropriate. Learners will be encouraged to access the wider services of BG Futures for professional career advice and opportunities.

All learners develop an e-portfolio, the Development and Career Plan (DCP). This is a detailed record of the development of skills, experience, and knowledge which:

- Supports reflection on academic and assessed work and ensures learners are able to respond effectively to feedback from tutors and improve their grades
- Allows learners to collect evidence of the things that they achieve during their studies that promote their employability
- Supports the development of a close and well-informed relationship with their Personal Tutor.

Tutorials will allow learners to identify their strengths and weaknesses and receive targeted support, and this process ensures that learners' individual progress is tracked across all modules and that any academic or pastoral concerns are addressed promptly.

## 26 Technology Enhanced Learning

Learners 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 Blackboard, Bishop Grosseteste University's Virtual Learning Environment (VLE). As part of the blended learning pedagogical approach for the programme, preparatory, directed, and follow-up tasks and activities will be

provided to inform, engage, and reinforce the learning for each module. Learning materials for the Foundation Year programme will be accessed through the module areas on Blackboard and extensive use will be made of specific online resources that exist within the CELT areas of the VLE; especially Digital Learning and Learning Development resources, guides and self-reflection tools and materials.

Learners will have a range of opportunities for critical discussion and active engagement with VLE materials through a range of synchronous and asynchronous learning spaces including module blogs, wikis and discussion forums. In addition, learners will engage with research for relevant literature through online databases and electronic search engines as part of Bishop Grosseteste University's library provision. Included within the Library Systems are access to journals and specific subject related learning resources.

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

There is no direct connection to work-related learning or placement. However, the Foundation Year programme recognises the integral nature of core employability skills as part of undergraduate study.

## **28 Employability**

All modules in the Foundation Year are organised around the development of transferable skills, such as presentation skills, successful time management, group work, critical thinking and problem solving. Collectively, the programme modules support all of Bishop Grosseteste University's Graduate Attributes and embed transferrable skills for employability. As such, Foundation Year learners will develop a range of relevant graduate attributes and skills including:

- problem-solving
- decision making
- locating resources
- analysis and evaluation of resources/evidence/data
- organisational skills, including time management, and project planning
- the ability to work in teams
- appropriate utilisation of digital technologies
- appropriate levels of communication – written, oral and visual

In addition to the development of a range of transferable skills, learners will engage with the Development and Career Plan (DCP) which encourages reflection on career aspiration and target setting to help achieve academic and career goals. The DCP e-portfolio allows learners to collect evidence of the things that they achieve during their studies that promote their employability

As Bishop Grosseteste University students, learners on the Foundation Year programme, will be eligible to engage with all workshops, sessions and extra-curricular activities as provided by BG Futures and Careers.

## SECTION D2 (YEARS 2-4) BA (HONS) SPECIAL EDUCATION NEEDS, DISABILITY, AND INCLUSION: TEACHING, LEARNING AND ASSESSMENT

### 22 Curriculum Design

The subject, and its possible awards, are not designed to meet the requirements of professional or another accreditation. Whilst there are no specific benchmark statements for SENDI, the subject (in all its award combinations) uses the QAA benchmark statements for Education Studies (ES), Sociology (S) and Health Studies (HS). Consideration has also been given to the Social Policy and Administration (SPA) statements and sees the principles of;

- rigorous linking of theoretical analysis with empirical enquiry;
- the identification and understanding of different value positions;
- a willingness to engage with a range of intellectual traditions and social science disciplines;
- the belief that students should acquire the skills and qualities which enable them to become active and informed citizens as being intrinsic to content and delivery of this programme.

The defining principles of the SENDI programme are reflected in the aims and outcomes and are articulated through content, teaching, learning, and assessment. The subject draws together a wide range of academic and contemporary source materials, provides broad and balanced knowledge, understanding and skills, acknowledges the dynamic nature of knowledge and theory, encourages questioning, sets study in a wide range of contexts, develops the ability to argue, promotes intellectual independence and develops critical engagement. In particular, the programme aims to enable students to be confident in subject knowledge and articulate as advocates of change towards a more equitable society.

The programme is designed to equip graduating students with a critical understanding of philosophical and ideological values and principles in relation to special educational needs, disability and inclusion. Graduates will have a good understanding of the impact of varied educational, cultural, sociological and societal contexts, and appreciate the need for inclusive, relevant and ever-changing teaching and learning strategies to meet the needs of a diverse range of learners.

Students will have knowledge of and ability to apply contemporary theoretical and research evidence to various elements of practice as evident in national educational policy. They will develop abilities in constructing and articulating reasoned judgments based on sound research and scholarship.

Single SENDI students will have opportunities to consolidate and extend their knowledge, understanding and skills in a range of educational settings and environments, including classrooms. Through extended practice, they will also develop an increasingly diverse range of appropriate pedagogical strategies and professional attributes. Recognition of Teaching Standards particularly those related to Special Educational Needs and Disabilities (SEND) practice (Standard 5: 2021) will be incorporated into relevant placements (where possible). This supports students who are considering progression onto PGCE or other teaching related training.

The 4x 30 credit modules at level 4 develop students' understanding of the sociology of SENDI and the psychology of learning. At level 5, students study a combination of 30 and 15 credit modules. These modules build students' knowledge and understanding of the needs identified within the Department for Education Code of Practice on Special Educational Needs and Disabilities (2015). Modules require study of theory, causes and strategies to meet needs, whilst exploring associated challenges in practice.

On successful completion of a single honours award in SENDI students will demonstrate increased individual development across a range of generic and subject specific skills. All level 6 modules are designed to ensure that students will be able to communicate effectively and demonstrate a comprehensive understanding and knowledge of SENDI in relation to political, cultural and historical contexts. The capstone project provides opportunity to research, in depth, an individual area of specialisation. Study and completion of The Hidden Inequalities module requires students to demonstrate a critical understanding of the underlying values and principles, which inform inclusive practice at local, national and global levels. Analysis of leadership theory and skills across different social systems and settings is addressed in Leading the Learning Environment.

Varied assessments will evidence students' competency in interrogating and de-constructing complexities of competing social and educational ideologies that determine, and shape SEND provision. Students will be confident in demonstrating an understanding of how theory, policy and practice impact upon group and individual experiences, acquiring skills and qualities which enable them to become active and informed citizens.

In addition, this programme aligns itself with work in supporting the employability of graduates through the BG Futures initiative. Students on the programme will work closely with our business partners in BG Futures, with alumni and other local business and third-sector partners.

### **23 Learning and Teaching Strategies**

The SENDI programme is predominantly taught using active teaching and learning strategies. Increasingly, subject material is delivered using a wide range of genres, including traditional lectures, interactive seminars, peer led discussion, cooperative group work, tutorials, fieldwork, work in classrooms and other educational environments (subject to safe access), independent work and self-study; including VLE (Virtual Learning Environment), on-line materials. For example, independent learning in several modules makes specific use of carefully integrated e-study units utilising a wide range of resources, including podcasts, video, YouTube, e-texts, articles and directed tasks. The SENDI team has engaged with Centre for the Enhancement of Learning and Teaching (CELT) on integrating technology in both teaching and assessments. Students are expected to develop IT competence and demonstrate this in different assessments.

Each module specification describes the pedagogic strategies employed within that module and gives a qualitative account of the texture of those learning hours. In practical, measurable terms, whole-class, face-to-face sessions are offered in typical 15 or 30 credit modules.

One of the characteristics of a SENDI graduate is that they will have the ability to undertake in-depth or extended study, which develops and demonstrates key programme outcomes with a high degree of independence and autonomy. To achieve this outcome, the course has been designed within the following framework:

Each subject offering a joint or single honours course includes at least one module at level 6, which demonstrates independent, in-depth academic study skills, though the format and title of this module varies from subject to subject according to discipline norms.

Students studying single honours will complete a 15 + 30 credit Capstone Project leading to a single, substantial discipline-appropriate assignment. After completing appropriate introductory sessions (sem 1/Level 6), students will be supported through tutorials and other learning support strategies such as on-line discussion boards or group work to achieve their identified outcomes.

### **Ethics**

All learning, teaching and research will fully comply with the Bishop Grosseteste University College Research Ethics Policy and other subject-specific and relevant codes of practice and guidance.

Distinctive features of this programme's teaching and learning strategy includes the integral use of placement (where possible) within modules throughout each year of the subject. These placements enable students to contextualise and develop understanding of taught module content as well as provide structured and planned opportunities to develop transferable and professional skills. Students examine and reflect upon challenges to practice of policy implementation. They are expected to demonstrate capacity to engage with conference presentations, production of papers and articulation of concepts skills and knowledge, gained as part of their study. Any changes to placement offer are subject to risk assessments. Where placements are not advised, additional/comparative hours of teaching/ online or face 2 face will be offered. Students will be supported and encouraged to consider alternative access/ dates to placements/ SEND practice with lower related risks.

Learning and Teaching of the programme will be through a combination of approaches designed to promote engagement and independent learning. Approaches used to promote;

### **Knowledge and understanding** will include;

Lectures, some of which will be interactive, using audio and video for contextualisation of topics and problem-based learning exercises, to encourage student engagement. Guest/ visiting tutors from across the University, from other HEIs (Higher Educational Institutions) (international) and from local and national statutory, private and voluntary organisations will add to the learning experience.

Seminars, some of which will be tutor-led and some of which will be student-led, will be designed around enquiry-based learning, to encourage active participation. Students will be given the opportunity to discuss their experiences, findings and ideas with their peers or to take part in-group presentations. Through active participation, students are encouraged to challenge ideas and test their own knowledge and understanding.

Group work sessions will be used to critically review research, policy and provision exploring challenges and issues across SEND, searching for meaningful interpretations, which can inform individual learning and practice.

Tutorials: students will be offered the opportunity within each module to discuss ideas and demonstrate progress and engagement with the learning outcomes.

### **Subject specific skills:**

Delivery of the programme will facilitate opportunities for students to analyse knowledge and understanding of different SEND contexts and to encourage assessment of different social, cultural and community values whilst being aware of their prejudices and biases. Students will be encouraged to explore different approaches to meeting SEND following demonstration and discussion of possible strategies and interventions. The aim will be to promote reflective practice leading to confidence in creating positive change in provision when students graduate.

**Intellectual Skills:**

Students will apply critical enquiry and creativity in the application of knowledge and independent judgment across the programme. Students will be provided with opportunities to acquire, analyse, evaluate and synthesise information through research and independent study and relate these to SEND practice. They will achieve the required levels of intellectual skills through rigorous and varied assessment practices across the modules.

**Transferable Skills:**

Experiential, self-directed teaching and learning strategies will enable students to develop graduate attributes: transferable skills. Students will be encouraged to show insight and originality, demonstrate critical and reflective abilities, and apply these to problem-based approaches, to practice issues and case studies.

Students will have resources, including indicative texts and supplementary reading available through Bb for all modules. They will be encouraged to make use of the library resources either on campus or electronically. They will also be able to access the range of support services available through student support and CELT. Independent and peer-supported strategies and research are encouraged at all stages of the programme.

**24 | Assessment Strategies**

Module assessments provide opportunities for students to acquire and demonstrate knowledge and understanding, subject specific, intellectual and transferable skills. A wide range of assessments, are used which are relevant to the individual demands of the subject matter and, enable students to participate in as varied and engaging educational experience, as is possible. Assessments are used to appropriately test and encourage students to apply different areas of knowledge and, demonstrate a wide range of skills. Where appropriate students will be asked to synthesise practical experience with theoretical content to develop their capacity to reflect and critically evaluate at a level appropriate to their study. It is also expected that students will engage in rigorous study, drawing on the various subject domains that contribute to SENDI. Assessment is a powerful driver of student learning and is how we demonstrate what students have learned. It is therefore seen as integral to the realisation of the planned learning outcomes and vitally connected to the pedagogic strategy.

Our pedagogic approach is to develop student's knowledge and skills progressively across the levels, building on a foundation of core concepts and theoretical models and frameworks relating to SENDI introduced at level 4. The assessments enable tutors to determine how effectively students apply learning in an increasingly independent and critical way for their chosen field, sector or profession.

Level 4 assessments include; reports, essays and oral presentations (group and individual). These varied assessments enable tutors to assess student's conceptual understanding of foundational theories and frameworks, as well their ability to apply learning to practical situations and scenarios.

Level 5 assessments include; poster presentations, essays and portfolio development providing a flexible and effective way for the students to demonstrate knowledge and skills. Students are expected to build upon previous foundational knowledge and understanding to develop their specialised in-depth subject knowledge of SENDI.

Level 6 assessments include; Capstone project (dissertations), group discussion, posters, and report writing. Students focus upon developing research projects, reflecting their area of interest.

In designing the assessments, across all levels, creativity in output is considered and use of e-technology is developed as appropriate. For example, students will be expected to use varied software for posters and portfolios. Where appropriate assessment design is developed with support from CELT.

Another principle that underpins our assessment strategy is that students need to learn and develop skills to succeed. As such the medium of assessment should not be a barrier to demonstrating achievement of learning outcomes. Therefore, each type of assessment is rehearsed at a lower level, before being repeated at a higher level.

An intrinsic element is that effective teachers, including lecturers in higher education, are reflective practitioners who adjust their pedagogic strategies year-on-year in response to feedback. This feedback comes in the forms of;

- student outcomes (e.g., retention, achievement);
- student comments (in various surveys, through representatives and directly through informal verbal feedback);
- professional judgment of module effectiveness and;
- changes to the external environment (notably professional or other employer needs, or institutional policies and procedures).

We therefore continually review, refine and improve assessment approaches and methods based upon practical experience of working with and assessing students on this programme. We will seek to adopt imaginative and innovative approaches to teaching and assessment, which reflect the creative nature of the subject.

### Module Assessments

Module Code	Module Description	Credits	Year	Assessment and learning methods		
				Exam/Written	Practical	Coursework

				%	%	%	
SND40122	From Excluded to Included: A Century of Change	30	Sem 1		50%	50%	
SND40222	The Whole Child: Holistic Approaches to Meeting Needs	30	Sem 2			100%	
SND40322	Learning to Learn	30	Sem 1			100%	
SND40422	Barriers to Learning	30	Sem 2		40% (Presentation)	60% (Portfolio)	
SND50122	Meeting Different Needs	30	Sem 1+2		30% Sem 1	70% Sem 2	
SND50722	Interpreting the world: Research & Practice	15	Sem 2			100%	
SND50522	Professional contexts	15	Sem 1			100%	
SND50922	Global Approaches to Inclusion	15	Sem 2		100%		
SND50822	Labels and acronyms: categories of need	30	Sem 2			100%	
SND50422	Rhetoric or Reality?	15	Sem 2			100%	
SND60122	Hidden Inequalities	30	Sem 1/2		Sem 1 40%	Sem 2 60%	
SND60222	Leading the Learning Environment	15	Sem 1			100%	

SND60522	Capstone Project Proposal	15	Sem 1			100%	
SND60325	Spectrums and Kaleidoscopes	15	Sem 1			100%	
SND60622	Capstone Project	30	sem 1			100%	
SND60422	Contemporary Issues in Inclusion	15	Sem 2		100%		

### Indicative Assessment Strategy

Module Code	Module Title	Credits	Indicative Assessment Type and weighting	Indicative Assessment Loading	Indicative submission
SND40122	From Excluded to Included: A Century of Change	30	Narrated PowerPoint	15 minutes	50%
			Report	1000 words	50%
SND4022	The Whole Child: Holistic Approaches to Meeting Needs	30	Portfolio	4000 words	100%
SND40322	Learning to Learn	30	Portfolio	4000 words	100%
SND40422	Barriers to Learning	30	Presentation	10 minutes	40%
			Essay	2500 words	60%
SND50122	Meeting Different Needs	30	Literature Review	1500 words	30%
			Essay	3500 words	70%
SND50722	Interpreting the world: Research & Practice	15	Report	2500 words	100%
SND50922	Global Approaches to Inclusion	15	Oral presentation	10 minutes	100%
SND50822	Labels and acronyms: categories of need	30	Portfolio	5000 words	100%
SND50422	Rhetoric or Reality?	15	Report	2500 words	100%
SND50522	Professional contexts	15	Portfolio including reflective journal	2500 words	100%

SND60122	Hidden Inequalities	30	Group discussion	15 minutes	40%
			Report	3000 words	60%
SND60222	Leading the Learning Environment	15	Portfolio	4000 words	100%
SND60522	Capstone Project Proposal	15	Written Proposal	3000 words	100%
SND60322	Spectrums and Kaleidoscopes	15	Case Study	3000 words	100%
SND60622	Capstone Project	30	Dissertation or multi-media	6000 words Or equivalent	100%
SND60422	Contemporary Issues in Inclusion	15	Poster presentation	10 minutes	100%

## 25 Inclusive Practice and Personal Development Planning

Entry to this programme is traditionally through progression from school or college. Many BGU students come from local areas, with historically low rates of participation in H.E. (27.8% in 2019/20). was identified. Data had shown that 77% of SENDI students who graduated in 2021 came from neighbourhoods with the lowest participation rates in H.E. This is a high proportion and well above the 9% proportion of BGU students in quintiles 3-5.

As such, the programme ensures that the methods of delivery and support reflect different starting points into H.E. and students are given guidance and tutorial support throughout the programme in relation to both academic, and as needed, personal guidance. When relevant students are directed to access further support from the services (i.e., Student support, CELT, National Union of Students) offered within BGU.

In addition, students joining the programme from non-traditional routes are encouraged to engage in the same processes however, tutors recognise that the needs of such students (e.g., mature students, single parents) vary and adjustments to programme delivery to accommodate differing needs are made when possible.

At all levels, the programme offers opportunities for students to consider career directions into teaching, or to broaden their employment choices within special needs and disability and inclusion. To support personal and professional development each student is assigned a personal tutor (PT). The PT offers guidance through tutorial time above the support given within each module. The tutorial sessions are timetabled each semester, which students sign up for. An important element of these tutorials is the opportunity to reflect on progress and record targets. A Development and Career Plan (DCP), evidence this. Personal development planning is integral to the programme.

## 26 Technology Enhanced Learning

Lecturers readily engage in CPD (Continuing Professional Development) to develop their skills and knowledge regarding innovative technologies. CELT supports the inclusion of technology in both advisory and teaching sessions.

In lectures and workshops, presenters make use of interactive approaches, e.g., Mentimeter and Padlet to obtain immediate input from the students displayed in a variety of visual formats to enhance presentations. Interactive whiteboards are used when appropriate. In assessments, alternative forms of presentation have been used.

Since introducing the SENDI programme the library has been extensively re-stocked with new and additional SENDI texts, including an extensive collection of e-books. These will also be available to other courses.

Included within the Library Systems are access to journals and specific subject related learning resources. Module specific elements are laid down within individual modules.

Students have access to a range of publications to support their learning and assessment, including an increasing range of e-books and e-journals. The programme has a range of self-study materials available on the VLE. Prior to enrolment/ re-enrolment students have access to resources identifying 'the year ahead'.

## 27 Work-related Learning and/or Placement

Students will be encouraged to undertake a broad range of placements to increase their knowledge and understanding of inclusive practice in a range of settings. Placements embrace educational, health, social care and other settings, selected through discussion with module leaders. Students are encouraged to determine placements which align with their individual areas of research and progression pathway.

Any changes to placement offer are subject to risk assessments. Where placements are not advised, additional/ comparative hours of teaching/ online or face 2 face will be offered. Students will be supported and encouraged to consider alternative access/ dates to placements/ SEND practice with lower related risks.

The Programme Leader works with the BGU Placement Services Office to determine dates and preferred settings. Students are required to complete a preparatory placement form which helps the Placement Services Office to identify and co-ordinate access to schools or alternative placements. Placements can be completed in organisations other than those, which are local to BGU. Placements offered might include special education settings, alternative education settings, colleges, and outreach or community provision. The purpose of the placements is to contextualize the university-based theoretical learning. This is seen as central to the course due to the nature of much of the subject content.

Level 4 placements are intended to allow students to develop understanding of the world of formal education, in both mainstream and special school settings. These experiences are used to allow students to become familiar with the application of theoretical principles to school environments and to begin to examine those environments in a critical manner.

At level 5, students undertake placements or projects, which are broadly relevant to a career for which their degree prepares them. Placements at level 5 allow students to explore expected levels of individual achievement in a range of educational or alternative settings. This enables students to identify barriers to learning across different Labels and acronyms: categories of need, reviewing and evaluating strategies to support needs.

## Placements

The following placements (subject to risk assessments) will be offered as part of the single honours course

Placement [P] / Independent (Research) Study [IRS]

Level	Module	Semester
Level 4	SND40322 Learning to Learn[P]	1
	The Whole Child: Holistic Approaches to Meeting Needs[P]	2
Level 5	Professional Contexts: [P]	1
	Meeting Different Needs[P]	1/2
Level 6	Hidden Inequalities[P]	1/2
	Capstone Project [IRS]	2

## Work-based learning

This course does not contain any work-based learning as defined by our Code of Practice for Work-based and Placement Learning.

## 28 Employability

This programme has been written in consultation with advisory teachers, head teachers and teachers. Wider consultation has taken place with sector representatives including speech and language therapists, ADHD (Attention Deficit Hyperactive Disorder) support teams and other therapists. The programme also reflects observations, as governors and researchers in SEND, of developments in practice and changing employment patterns within the sector.

The EDaLL students already enjoy very high levels of employability and a range of well-defined career pathways from its various degrees. Typically, BGU performs very well in the official HESA performance indicators for graduates being in employment or further study within 6 months of gaining their qualification.

Many existing students pursue further qualifications to enable them to work in education and it is expected that this trend will continue. All students on courses within the modular framework will be well placed when they apply for a career in primary teaching, educational support or early year's education whether they are studying a single or combined honours degree.

Opportunities to gain experience in schools and other SEN (Special Education Needs) related settings will be provided as part of this course. In this and other education-related courses, this is seen to improve employability of graduates.

Graduating cohorts of the SENDI programmes have gone on to initial Teacher Training (both Schools Direct and PGCE), teaching assistant roles, and continued in higher education. In addition to careers in education and ultimately special educational needs, graduates in this subject are also well-placed to work in the following areas:

- research-based settings;
- local authority provision;
- private sector educational providers;
- social care settings;
- voluntary sector.

## SECTION E1 (YEAR 1) FOUNDATION YEAR: PROGRAMME MANAGEMENT

<b>29</b>	<b>Programme Specific Admission Requirements</b>
<p>There is no formal requirement for UCAS points to join the Foundation Year although normally GCSE English or equivalent is desirable. The Foundation Year syllabus does not include any specific element of upskilling in English language. Entrants must be able to demonstrate a minimum level of competence in English language.</p> <p>In addition to this, some programme pathways have specific entry requirements, either at point of entry to the Foundation Year, or as a requirement in order to progress to the articulated degree programme. Details of specific entry requirements for each programme pathway are outlined in Appendix 1.</p> <p>There is no provision for Accreditation of Prior Learning in respect of the Foundation Year.</p> <p>Applicants may be interviewed to ascertain their suitability for the Foundation Year. This may be undertaken by MS Teams or telephone where required.</p> <p>Applicants will select, at the time of application, the articulated degree programme that they wish to follow. The suitability of the selected, articulated degree programme will be assessed separately.</p> <p>You may be required to undertake an Enhanced DBS check prior to enrolment on one of our programmes. For further information regarding this including a list of relevant programmes please see the university's Code of Practice for DBS Checks for Applicants and Students.</p>	
<b>30</b>	<b>Programme Specific Management Arrangements</b>
<p>The Foundation Year sits within the Secondary, FE and teacher Development portfolio as part of the academic Faculty and is led by the Programme Leader for Foundation Year. The programme will be taught by the dedicated Foundation Year team.</p>	
<b>31</b>	<b>Staff Responsibilities</b>
<p>Leadership of modules will be undertaken by specified team members as Module Leaders. Staff on the programme will be allocated to learners as personal tutors. In addition, an academic 'subject liaison tutor', for each subject, will be a subject-specific point of contact for individual learners. The subject liaison tutor will provide advice regards the subject taster-sessions and also provide subject-context and mentoring support for learners as appropriate. Academic staff from subject discipline areas will engage with Foundation Year learners during their studies by welcoming them to attend subject-taster sessions of the existing, validated undergraduate degree programme at Level 4. This enables Foundation Year learners to experience subject-specific 'tasters', typically of 8 hours, as part of module FDY007: Reflective Learning.</p>	

<b>32</b>	<b>Programme Specific Academic Student Support</b>
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Close engagement with the wider professional services as part of the learner experience will be embedded within each module of the Foundation Year programme. The CELT team, specifically Learning Development and Digital Learning, will support academic literacies, digital capabilities, and work towards assessments. In addition, IT will lead sessions to ensure basic digital literacies and the Library Liaison Team will support information literacies. BG Futures will support career aspiration and development. The Student Advice team will support wellbeing and, alongside CELT, will seek to develop the resilience and growth mindset of the Foundation Year learners. Learners will have an allocated personal tutor as part of Bishop Grosseteste University's Personal Development Plan (PDP). The PDP is monitored via the Development and Career Plan (DCP) process including the development of the learner's e-portfolio. Learners will also be aligned to a 'subject liaison tutor' who will be a subject-specific point of contact for individual learners. The subject liaison tutor will provide advice regards the subject taster-sessions and also provide subject-context and mentoring support for learners as appropriate.

<b>33</b>	<b>Programme Specific Student Evaluation</b>
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The Foundation Year programme complies with current institutional evaluation policies and annual monitoring.

The programme team are committed to ensuring a positive learner experience and working in partnership with learners to feed forward and enhance the learner experience at both modular and programme level. Learner engagement and evaluation is considered on all aspects of the programme both formally through University processes and informally through the personal tutor structures. The programme team will work closely with the Foundation Year learners to ensure they are engaged participants in the evaluation process.

In addition, student representatives will be invited to team meetings at regular intervals to provide opportunity for student voice, as well as feeding forward news and enhancements to the programme. Actions will be minuted and channeled through relevant boards, committees, and quality assurance processes.

## SECTION E2 (YEARS 2-4) BA (HONS) SPECIAL EDUCATION NEEDS, DISABILITY, INCLUSION: PROGRAMME MANAGEMENT

<b>29</b>	<b>Programme Specific Admission Requirements</b>
<p>Normally requirements are 240 UCAS points at advanced level drawn from a maximum of four qualifications. Within those points total we will accept one subject at AS level, provided that the same subject is not also being included at A2 level and require 80 points at A2 to be in a relevant subject. Applicants are welcomed with a wide range of qualifications such GCE/VCE A-Levels, BTEC National qualifications and the International Baccalaureate (IB) Diploma (Grade 5 is required at Higher Level in the specialist subject).</p> <p>Experiences, which have given prospective students an insight into the realities of Special Educational Needs and /or Disabilities, are recommended.</p> <p>We encourage applications from mature students and recognise that their experience or qualifications are likely to be different.</p> <p>Candidates with other entry qualifications and experience are welcome. The Admissions Team advises on their equivalence to the standard entry qualifications.</p>	
<b>30</b>	<b>Programme Specific Management Arrangements</b>
<p><b>General</b></p> <p>The programme is managed within Education and Lifelong Learning, led by the SENI Programme Leader. The programme is overseen by the Academic Enhancement Committee and institutionally reports to SENATE.</p> <p>Yearly reviews of delivery are conducted (AMRs (Annual Monitoring Reports)) informed by module evaluations, student and staff feedback, External Examiners comments and the BGU Learning and Teaching strategy. Targets for year on development are set and effected to enhance programme delivery.</p> <p><b>Programme specific</b></p> <p>A Programme Leader leads each subject within the combined degree framework. Programme Leaders follow the organisational processes for timetabling and programme planning as determined by the Dean of Faculty, Heads of Programme and CELT. Aside from the formal methods of programme management, Programme Leaders discuss student progression on an 'as needed' basis and consider processes that facilitate engagement and opportunities for development as needed.</p> <p><b>Other</b></p> <p>The programme team work closely with BGU Placement Services Office to arrange placement opportunities.</p>	

<b>31</b>	<b>Staff Responsibilities</b>
<p>Programme Leader: organisational responsibility and QA monitoring, oversight student progression. Module Leader: determining and delivering module content and ensuring student engagement and progression.</p> <p>Staffing expertise within the SENDI team enhances module delivery and leadership of different modules aligns with individual skills and expertise. SENDI staff are expected to have or be working towards doctorates. There is a clear relationship between research interests within the team and module content. The department continues to develop the research profile of its staff members. The intention is to ensure that staff recruited to the SENDI team have skills to teach level 4 to level 7 programmes.</p> <p>The Programme Leader in consultation with the SENDI team reviews programme delivery and sets the timetable and staffing for each year. Module Leaders are responsible for co-ordinating the specific delivery including developing and promoting VLE resources for each module. When needed, Hourly Paid Lecturers (HPLs) form part of the delivering team. HPLs complete a BGU induction programme and are tutored in teaching, planning, delivery and assessment in line with the modules they are teaching.</p>	
<b>32</b>	<b>Programme Specific Academic Student Support</b>
<p>Students will be supported throughout their programme from induction to graduation following the best practice available to all BGU students. They will have full access to the range of services offered through CELT, Student Support and Library Services. The BGU Student Charter will be used to develop collaborative learning partnerships between BGU staff and students.</p> <p><b><u>Programme Specific Support</u></b></p> <p>Students will have opportunity to engage with university, programme and module inductions. They will be informed of differing processes for assessment submissions, extensions and extenuating circumstances if needed. Tutorial support will be offered for continuous development and module progression.</p> <p>Students have an opportunity through the admissions process to declare support needs and to revisit this as they progress through the programme. Student Support responds to these needs and advises the delivering lecturers on adjustments required.</p> <p>Programme and Module Leaders ensure students have access to appropriate IT support, pastoral care and academic coaching, as appropriate for their personal or academic needs and the level of their programme. This is supported through CELT.</p> <p>Students are also encouraged to engage in the Graduate Attributes Award offered at BGU.</p>	

**33 | Programme Specific Student Evaluation**

The Programme complies with current institutional evaluation policies.

Through the Students' Union Representative Feedback System (RFS), a formal procedure has been established to enable students to contribute to the enhancement of the programme through their elected Student Representative.

**Programme Specific Evaluation**

End of module evaluations are used to inform and improve practice.

In addition, the role of student/ course rep provides on-going feedback to make meaningful, timely adjustments to module delivery.

# SECTION F1 (YEAR 1) FOUNDATION YEAR: MAPPING

**MAP I**

## ASSESSMENT /OUTCOMES MAP

Module Name	K&U1	SPS1	SPS2	IS1	TS1	TS2
FDY00120 Self As Learner						
FDY00220 Resourcing Learning						
FDY00320 Critical Thinking						
FDY00420 Critical Engagement						
FDY005206 Effective Communication						
FDY00620 The Digital Learner						
FDY00720 Reflective Learning						
FDY00820 Academic Writing						

# SECTION F2 (YEARS 2-4) BA (HONS) SPECIAL EDUCATIONAL NEEDS, DISABILITY, AND INCLUSION: MAPPING

MAP I

## ASSESSMENT /OUTCOMES MAP

Module Name	PROGRAMME OUTCOMES FOR ALL LEVELS															
	K&U1	K&U2	K&U3	K&U4	SPS1	SPS2	SPS3	SPS4	IS1	IS2	IS3	IS4	TS1	TS2	TS3	TS4
L4 From excluded to included: A century of change (SND401)	Yellow				Yellow							Yellow		Yellow		
L4 The Whole Child: Holistic Approaches to Meeting Needs (SND402)			Yellow		Yellow				Yellow			Yellow				
L4 Learning to Learn (SND403)		Yellow			Yellow			Yellow		Yellow						Yellow
L4 Barriers to Learning (SND404)	Yellow				Yellow	Yellow				Yellow				Yellow		
L5 Meeting Different Needs (SND501)		Yellow			Yellow							Yellow		Yellow		
L5 Global Approaches to Inclusion (SND50624)		Yellow					Yellow			Yellow	Yellow				Yellow	

L5 Rhetoric or Reality? (SND504)														
L5 Professional contexts (SND505)														
L5 Interpreting the world: Research & Practice (SND50724)														
L5 Labels and acronyms: categories of need (SND50224)														
L6 Hidden Inequalities (SND601)														
L6 Leading the Learning Environment (SND60225)														
L6 Spectrums and Kaleidoscopes (SND60325)														
L6 Contemporary Issues in Inclusion (SND60425)														
L6 Capstone Project Proposal (SND60525)														
L6 Capstone Project (SND60625)														

# SECTION G1 (YEAR 1) FOUNDATION YEAR

## MAP 2

### Graduate Attribute Mapping

*Please indicate which of the Graduate Attributes that you have considered and where they are considered within the course.*

Attribute	K&U1	SPS1	SPS2	IS1	TS1	TS2
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 about 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

*NB the above align to the Employability outcomes on the module specifications*

<http://www.bishopg.ac.uk/student/careers/graduate-attributes/Pages/default.aspx>

# SECTION G2 (YEARS 2-4) BA (HONS) SPECIAL EDUCATION NEEDS, DISABILITY, AND INCLUSION

## MAP 2

### Graduate Attribute Mapping

*Please indicate which of the Graduate Attributes that you have considered and where they are considered within the course.*

Attribute	Programme Learning Outcomes															
	K&U1	K&U2	K&U3	K&U4	SPS1	SPS2	SPS3	SPS4	IS1	IS2	IS3	IS4	TS1	TS2	TS3	TS4
Academic Literacies																
Global Citizenship																
Information Literacy																
Digital Fluency																
Employability																
Being Enterprising																

### Graduate Attributes

- GA7. Academic Literacies This covers the range of academic skills that you develop through undertaking university-level study.
- GA8. Global Citizenship This is about understanding the global context in which you live, study and work
- GA9. Information Literacy This is about being about to search for, locate, utilise and manage information effectively and ethically
- GA10. Digital Fluency These are the skills and practices of using digital technology effectively for learning, working and participating in society
- GA11. 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
- GA12. 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

*NB the above align to the Employability outcomes on the module specifications*

<http://www.bishopg.ac.uk/student/careers/graduate-attributes/Pages/default.aspx>

# SECTION H (YEARS 1-4) BA (HONS) SPECIAL EDUCATION NEEDS, DISABILITY, AND INCLUSION WITH FOUNDATION YEAR

**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.*

QASA Reference	Brief Outline of Light/Minor Modification/ Major Modification <i>(Light/Minor - include level and title of modules and 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>(e.g., students entering Level 5 from September 2016 onward)</i>

# SECTION I (YEARS 1-4) BA (HONS) SPECIAL EDUCATION NEEDS, DISABILITY AND INCLUSION WITH FOUNDATION YEAR

## 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.*

	PSRB Name/Standard:					
	PSRB Requirement <i>Please details requirement of PSRB here</i>					
Met?						
Modules Identified in:						
Evidence of Requirement met						
Location of PSRB Approval Document						