Programme Specification

Foundation Degree: Special Educational Needs, Disability and Inclusive Practice

Awarded by

Newman University Birmingham

**PROGRAMME
SPECIFICATION**

Programme Title(s) and UCAS Code(s): FdA Foundation Degree Arts Special Educational Needs, Disability and Inclusive Practice, UCAS Code: X360

Available Awards: Foundation Degree Arts FdA Special Educational Needs, Disability and Inclusive Practice Certificate in Higher Education

1.Entry Requirements:
Normally, a minimum of 160 UCAS points, National Diploma (CACHE/BTEC) with an overall grade of Merit, Pass, Pass. The student will also need English Language and maths GCSEs at grade C or above, or a recognised equivalent. There will be some flexibility for apprentices and mature students with significant and relevant work experience.

2.APL/APEL
Applications for Accreditation of Prior Learning (APL) and Accreditation of Prior Experiential Learning (APEL) are welcomed in accordance with the Solihull College Admissions Policy. Any student wishing to apply for APL or APEL should first speak to the Programme Coordinator and provide a full transcript of the work to be considered. The Programme Coordinator will then map the learning outcomes for the previously completed study to those of the programme and make a recommendation to the APL/APEL Committee.

3.DBS
An entry requirement for all students is that they have completed and received back a clear DBS as students are expected to be within a placement for the duration of the course, which can either be voluntary or paid. This will be reviewed at the end of year one, and students will be responsible for notifying tutors if there is any changes to their status.

4.Expectations of the learners
The SENDIP is a fulltime course which is comprised of one day in college, placement, and independent study and through the VLE. Students are expected to take part in all these elements and furthermore the placement must be relevant to the SENDIP course such as a SEN school, respite centre, residential settings or within a mainstream school working with children or young people with SEN or disability. In order for students to get the most from the course and to ensure they have gained suitable knowledge and understanding of special educational needs, disability and inclusion the expected attendance for students is 80%.

5.Aims of the Programme:
By the end of the programme students will;
- Show an understanding of the complexity of causes, diagnosis, and strategies to implement when working with children and young people who are identified as having Special Educational Needs and Disabilities. (SEND)
- Demonstrate a sound understanding of the importance of inclusion when working with children, young people and their families.
- Be aware of and be able to critically analyse the importance of multi-agency working.

- Be able to identify evaluate both historical and the current policies which support the development, delivery and sustainability of services. working in a variety of roles in the education, health and social care sector

- Be able to identify and evaluate appropriate policy and research documents in order to inform the development, delivery and sustainability of services
- Be familiar with and able to critically analyse concepts around professional judgement and risk in work with children young people and families and the ways in which social and cultural factors can influence this.
- Have experience of work related learning and be able to critically reflect on the key practice issues which emerge from these.

6. Summary of Programme (for HEAR):

Foundation Degree Arts Special Educational Needs, Disability and Inclusive Practice is designed for students wishing to develop their knowledge and understanding of SEN and disability or who are considering careers in a variety of contexts including; teaching, learning support, family support, statutory and third sector and roles, social work/social, care and support. Whilst this course does not provide a professional training, it provides an excellent basis for postgraduate training in education, health or social care or related areas with children and young people.

The course is designed to give students a 'rounded' understanding of work in this area through interdisciplinary study drawing on a number of social science traditions in social policy, sociology and politics all studied in an applied way. Students will gain an in-depth understanding of both theory and its application in a variety of settings working with children young people and families.

The compulsory work placement (employed or voluntary) provides students with valuable graduate level experience of work within an area they may be considering for a career, for example: Schools, Daycare settings, Residential Care, Inclusion Support Service, Voluntary Organisations and service providers such as Solihull Life Skills Organisation, Pupil referral units.

The course uses a variety of assessments to help develop a range of different skills from traditional essay and report writing to presentations, analysis tasks, reflective logs, research projects, and work related tasks. Assessments are therefore designed to introduce and develop both academic and practice related skills

7. Prevent duty, Safeguarding and ethical considerations

As students will be working with children and young people who are vulnerable, all students will be expected to demonstrate understanding or prior learning of safeguarding. This maybe through the completion of their level 3 certificate in a relevant course which covers safeguarding modules or through the completion of a relevant safeguarding course. For students who are unable to demonstrate any prior learning of safeguarding, there is an "in college" safeguarding course to ensure that learners will have this knowledge. Furthermore within the first few weeks of the study skills there will be a prevent duty and safeguarding session where the college will discuss, explore and extend the knowledge of the learners about the signs and signals and what to do if they have a concern.

As the FdA SENDIP is designed to develop the students' knowledge of Special Educational Needs and Disability, students will need to be in placement working with vulnerable children and young people. As a result of this, throughout the duration of the course, students will be encouraged to consider the ethical considerations when working with children and young people. This will also be achieved throughout each module with a specific focus on the ethical considerations when carrying out research with vulnerable children and young people identified in the research skills module in year 2 in relation to BERA ethical guidelines.

8. Intended Learning Outcomes and Teaching, Learning and Assessment Methods Used:

INTENDED LEARNING OUTCOMES	TEACHING METHODS	HOW DEMONSTRATED
A. Knowledge and Understanding		
1. Understand and articulate the principles of good practice in working with children, young people and families with complex needs	Lectures Small group work Class discussion Small group exercises in taught sessions Student presentations Blended learning using Moodle VLE	Through formative and summative assessments particularly in: Professional Development Portfolio To include: Presentation Reflective accounts Work place evaluation
2. Develop as effective practitioners in the context of current policy framework	Lectures Seminars Class discussion Directed reading and tasks	Seminar discussions, on line discussion forum, formative assessment, essay, critique and reflective practice evidenced in Professional Development Portfolio
3. Relate working effectively with individuals and groups to appropriate theoretical models	Lectures Small group work Small group exercises in taught sessions Student presentations	PDP Group presentations Employer feedback for PDP
4 Show an understanding of children, young people and families based upon sociological and psychological insights	Lectures Class discussion tasks Blended learning using Moodle VLE	Summative assessments, case study, essay, presentation
5. Demonstrate an understanding of diversity, inclusion and equal opportunities issues and their application in practice	Lectures, policy critique, observations, Group activities, seminar groups	Formative and summative assessment through Observation, work place policy analysis (PDP), presentation
6. Develop an ability to research/ reflect upon key topics and use insights/ knowledge gained as a basis for effective practice	Policy debates Lecture (research methods and methodology) Group seminars and presentation Tutorial	Summative assessment: Research proposal Leading a discussion and respond to peer reviewed journal articles
B. Subject Specific Skills, including practical and professional skills		
1. Build appropriate relationships with children young people and families in order to support effective practice	Tutorials Seminars Class discussion Small group exercises in taught sessions	Assessed in the workplace, employer feedback, observed practice moderated by College Visiting Tutor Reflective accounts

2. Facilitate appropriate interventions and activities and understand the complexity of causes, diagnosis, and strategies to implement when working with children and young people who are identified as having Special Educational Needs and Disabilities. (SEND)	Simulation, on line activity, tutorial, group based practical activities, work based tasks, observation Guest speakers Group research task	PDP Summative assessment development of an artefact, or resource for information sharing for practitioners Create an artefact and evaluate its effectiveness in practice Assessed in the workplace, employer feedback, observed practice Reflective accounts
3. Enable children's, young people's and families' voices to be heard in the planning and delivery of services	Lectures; workshops; group work and discussion; online tutorials. Moodle forums,	Student presentations Directed reading and tasks Blended learning using Moodle VLE Independent research Evidence in summative assessments - range of written tasks and oral or virtual presentations

C. Advanced Skills and Experience

1. Communicate effectively and appropriately, orally and in writing, using approaches tailored to particular tasks and audiences	These will be integrated into the PDP programme, supported by specialist workshops as appropriate Study skills for academic writing, presentation skills and report writing to be developed through reading and response, on line activities. Tutorial; support for written communication Small group presentations and individual presentations to develop oral skills	A mixture of written tasks, oral presentations and practical activities demonstrated in summative assessments in the workplace (PDP) Use of appropriate academic conventions in written work for summative assessments Effective utilisation of a range of sources in both academic and workplace activities Practical demonstration in both learning and placement situations
2. Display appropriate digital literacy in research and to support the presentation of ideas and materials clearly and in their dissemination.	Demonstration of available resources Interactive activities on Moodle and other online resources to develop skills.	On line discussion forum, poster presentation, ICT used presentation, Workplace literacies package used for formative assessment in PDP Use of peer reviewed material use in summative assessed work products Use of appropriate materials in the Research proposal
3. Be able to critically evaluate range of data sources both qualitative and quantitative	Group discussion and seminar groups Developing criticality through reading and responding to a range of peer reviewed articles. Debate Role play	Summative assessment through case study and research proposal Evidence in essays of a range of sources critically evaluated

4. Demonstrate appropriate problem solving skills in learning and workplace situations	Problem based learning – using a virtual workplace to introduce a range of issues related to working with parents, and professionals in terms of policy and practices Work place learning tasks to be recorded in the on line diary/ blog	Formative assessment: through role play in virtual workplace Summative assessment: PDP /reflective account Case study
5. Synthesise and analyse information to support academic or workplace tasks	Lecture Class discussion, seminar groups, and learning sets	Formative assessment in on line discussion forum Summative assessment in essay, case study and PDP
6. Work collaboratively with others to achieve shared targets and outcomes	Tutorial Group tasks Seminar groups and learning sets Identity boxes activity share Journey and goal	Formative: Tutorial records Group discussion presentation of progress Supervision records from placement Summative Employer feedback PDP reflective account on progress

9. Programme Structure and Requirements:

Modules : 20 credits; 2 modules per term

	Autumn	Spring	Summer
Level Four: Year One	1. Developing Skills for Learning and Personal and Professional Development	3. Introduction to and historical Perspective of Special Educational Needs and Disabilities (SEND)	5. Reflective Practice 1 (PDP)
	2. The Inclusive Practitioner	4. Working with individuals with Sensory and/or Physical Disabilities	6. Attention Deficit and Hyperactivity Disorders (ADHD) & Challenging Behaviours
Level Five: Year Two	1. Reflective Practice 2 (PDP)	3. Communication and Language Development	5. Mental Health issues and the impact on children adolescents and their families
	2. Understanding Autism	4. Research Skills	6. Contemporary issues

10. Assessment Strategy:

Assessment modes and methods are linked to the intended learning outcomes, the Solihull College Teaching Learning and Assessment strategy are intended to build students' academic skills as they progress through the modules and levels. Assessment is based on the following principles.

Assessment is; connected to the support of student learning and the development of academic skills, explicitly linked to aims and intended learning outcomes designed to identify strengths and areas for development in student practice, understanding and achievement   fit-for-purpose' ,designed to enable students to demonstrate achievement through a variety of assessment methods that makes explicit the criteria against which the demonstration of learning outcomes will be assessed intended to give prompt feedback on achievement and diagnosis of strengths and areas for development.

Assessment Methods
Summative and formative assessment in the taught module programme includes:

essays	seminar papers
group presentations	individual presentations
diaries and journals	research reports
literature critiques	work based projects
reflective practice portfolio	

The summative assessments are designed to build students' confidence and academic skills. The assessments will require students to relate theory and practice and reflect on their own perceptions and professional development. In some modules, there are two parts to the assessment, for example a presentation or a discussion and an extended written piece. The purpose is to use a discussion group or presentation as preparation for the second, more

theoretical part of the assessment. By awarding marks to the discussion/ presentation, students will engage in self and peer assessment and will have the opportunity to self-reflect and evaluate before attempting the second part of the assessment.

11. Learning and Teaching Strategy:

The learning and teaching strategy for the Foundation Degree in Special Educational Needs, Disability and Inclusive Practice has been designed to ensure that approaches to learning, teaching and assessment fully reflect a commitment to a learner centered approach and the aspirations of the college wide Learning and Teaching Strategy:

To this effect, learning and teaching strategies are intended to enable learners to access the programme. Contact hours are structured to enable students to engage in a range of learning strategies that are sequenced in ways that foster independent and collaborative study practices. Learning and Teaching strategies aim to progressively foster: confidence, mutual trust, sharing, collaboration and exploration of new ideas through to critical judgment, the capacity for autonomous and collaborative study, and the capacity to interpret and articulate complex ideas.

Prior to starting the course, students are interviewed during which time they are made fully aware of the expectations and requirements when studying at level 4 and 5. Placement (either paid or voluntary
 within an appropriate setting is mandatory requirement of this course (minimum of 6 hours per week). The interviewer informed the student of the required hours of attendance, the need for independent study and research time and also outlines the indicative content of the modules to be studied, including the assessment strategies. All students are informed they will be expected to engage with VLE and that they will receive support during study skills sessions to enable them to access; Moodle, online library resources etc. These mandatory sessions will also help to develop the relevant skills needed to support their research and assessment at levels 4 and 5.

At **Level 4** the focus is the exploration and understanding of the student's own understanding of SEN, disability and inclusive practice. Learning and teaching strategies are designed to match the intended learning outcomes, module content, sequence and processes.   At level 4 the focus is very much upon developing student confidence in the introduction of new ideas, knowledge, skills and working practices. Students are exposed to whole-class lectures, seminars, workshops, supported by small study and discussion groups and optional one-to-one tutorial.

At **level 5** the expectation is that students will become more independent in their approach to study and the management of their own learning. Whilst the development of conceptual frameworks, knowledge and understanding will be promoted through lectures, seminars and workshops, on line discussions, greater emphasis will be placed upon the engagement with directed time activities and the completion of personal reading and small-scale research proposal. In conjunction with this, students will be expected to develop a more reflective approach to group discussion and individual presentations of their own reflections and understanding, which will be assessed in their Professional Development Portfolio.

Indicative Teaching Strategies

Lectures	Individual/pair /group tasks
Problem-based activities	Discussion groups
Individual and group Tutorials	Action Sets
Workshops	Work based discussion, review and
Seminars	Presentations

Solihull College University Centre Higher Education Teaching, Learning, Assessment and Scholarship Strategy

The College Higher Education Teaching, Learning, Assessment and Scholarship strategy sets out the key Objectives for increasing and sustaining excellence in teaching, learning, assessment and scholarly activity within and across Solihull College's HE curriculum offer.
It outlines the college's commitment to promoting and sustaining the high standards which have consistently delivered the best possible learning opportunities for its students, summarises the processes used by the college to assure itself and the wider academic, industrial, professional, and general public of the quality of the learning and teaching provided across both campuses, and describes the expectations for academic staff with regards to their scholarship-informed curriculum delivery. It is one of a number of related and inter-dependent subsidiary strategies which enable the college to meet its overall strategic goals, which are that by 2016 the College will have:

- All students enjoying their learning, being ambitious and having very high standards of academic and personal achievement enabling them to progress to employment, further study and enterprise.
- Excellent leadership and management that will ensure the highest possible standards of teaching, training, learning, assessment and support.
- Innovative and responsive programmes that meet the needs of employers and students, respond to the demands of the economy and continuously explore new market opportunities.
- Effective strategies to shape plans with partners that respond to local economic growth opportunities and social priorities.
- Resources and inclusive learning environments that are of a consistently high quality, support the College's evolution, promote sustainability and inspire learning.
- Outstanding management processes that maintain financial stability and continuously improve the efficient use of resources.

Principles of Teaching, Learning, Assessment and Scholarship

Excellence in teaching and learning is central to both the college's vision "… to be the organisation of choice for learning for young people, adults and employers through their recognition of our excellent and distinctive experiences in vocational education and training" and its mission statement to "…make significant contributions to the local and regional economies and beyond, by providing high quality vocational education and training for individuals, employers and the wider community."

In order to ensure that all of the HE provision will adhere to these principles, the college is committed to following six strategic objectives across the HE curriculum offer.

The College will:

1. Recognise and value all those who teach and support learning;
2. Enhance the teaching skills of all academic staff through a carefully considered and evaluated programme of continuous professional development;
3. Promote teaching and learning through scholarship -informed, and where appropriate, research- informed activities;
4. Promote and share pedagogic innovations both within, and outside the college;
5. Engage students in the mechanisms, processes and procedures developed by the college to enhance their learning opportunities;
6. Ensure that **all** staff, not just those directly involved in teaching, learning and assessment, are trained and supported in ways which will guarantee the effective delivery of this strategy.

HE Strategy Objectives

The Higher Education Teaching, Learning, Assessment and Scholarship Strategy is focussed upon six college-wide HE priorities:

SO1. Recognise, value and reward all those who teach and support learning through:

- Integrating quality enhancement initiatives with curriculum delivery;
- Ensuring that the management and evaluation of the quality of teaching, learning and assessment is embedded closely to the point of delivery;
- Dissemination, sharing and reporting on teaching, learning and scholarship activities, performance and trends.

SO2. Enhance the teaching skills of all academic staff through a carefully considered and evaluated programme of continuous professional development by:

Ensuring that all staff teaching on HE, regardless of the number of hours, have a continuous Personal Development (CPD) programme aligned to the UK Professional Standards Framework for Teaching and Supporting Learning in Higher Education 2011, which will be inclusive of, but not necessarily limited to:

- Student-centred teaching and learning;
- The UK Quality Code for Higher Education and its relevance;
- The attainment of Higher Education Academy Fellowship;
- Programme review, validation, monitoring and evaluation;
- Teaching, learning and assessment strategies in the subject area and how they may differ depending on the level of study and alignment with the FHEQ;
- The college's peer observational criteria for teaching HE and how it differs from FE delivery Integrating scholarly activities into teaching and learning, whether subject-based or pedagogic; The writing, monitoring and verification of assessments;
- Assessment and feedback to HE learners;
- Using and integrating learning technologies into subject specialisms.

SO3. Promote teaching and learning through scholarship[1]-informed, and where appropriate, research[2]-informed activities by:

Facilitating staff engagement with scholarship and/or research -informed activities by setting a target, or series of targets, through the college's annual appraisal system with progress reviewed at the end of each year. The type of research/scholarship target(s) set will be dependent upon the amount and nature of the HE delivered and will be agreed by the staff member and their line manager, but should always align with the needs of the curriculum.

SO4. Promote and share pedagogic innovations both within, and outside the college by:

- Organising internal staff development events;
- Organising an annual HE conference with attendee s from partner HEIs and other external presenters, to include contributions from college HE staff;
- Sharing of practice through the HE Forum, other HE Committees including the Community of

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[1] For the purposes of this document, scholarship is considered to be any activity w hich develops staff expertise in their subject area.

[2] For the purposes of this document, research is considered to be an enquiry activities w hich result in publication in peer –reviewed journals, conference papers and presentations etc

- Practice for staff supporting dissertations at level 6
- Attendance and contribution to the HE Research group
- Promote and engage with external staff development opportunities to create, produce and adapt, engaging, interactive and pedagogically effective learning materials.

SO5. Engage students in the mechanisms, processes and procedures developed by the college to enhance their learning opportunities by:

- Increasing and sustaining student attendance and participation in groups, quality boards, committees and forums across the college and at all levels of management and decision- making;
- Continually evaluating and assessing the effectiveness of the mechanisms used to capture the opinions of students in improving the teaching and learning processes;
- Using student feedback to inform staff development needs and appraisal systems.

SO6. Ensure that all staff, not just those directly involved in teaching, learning and assessment, are trained and supported in ways which will guarantee the effective delivery of this strategy by:

Integrating Higher Education within cross-college processes, procedures, policies and staff-development activities, and promoting the objectives highlighted within this strategy as part of the college's overall strategic goals.

Key Performance Indicators

Student attrition rates and student success/attainment: e.g. retention, 'drop-out' rates, achievement indicators
National Student Survey (NSS) and other student satisfaction survey results
Employability and progression statistics

References

QAA Quality Code for Higher Education, (emphasis on Chapter B5 Student Engagement); National Student Satisfaction Survey;
UK Professional Standards Framework in Teaching and Supporting Learning in Higher Education;

12. Employability Strategy

The emphasis throughout the programme is on assisting the development of students' holistic growth, including intellectual understanding but also strongly emphasising academic literacy, ethical awareness and a values-driven approach to Working with Children, Young People and Families with SEN and disabilities. Students are also encouraged to develop knowledge and understanding of the social context within which work with children, young people and families' takes place.

Employability can also be defined as *'a set of achievements - skills, understandings and personal attributes - that make individuals more likely to gain employment and be successful in their chosen occupations, which benefits themselves, the workforce, the community and the economy.'* (Knight and Yorke, 2004, p.5). In keeping with this the programme aims, through its diverse range of learning and teaching strategies, and an equally diverse range of assessments, to enable students to develop academic knowledge, reflective capacities, interpersonal communication skills,

Furthermore the programme seeks to explicitly encourage students to think about employability in the following ways;

- By utilising the taught modules as a way of getting students to think about the complex, contingent and sometimes fragmentary nature of services and support for children and families with SEN and disability
- By providing all students with sustained periods of work-related learning and providing opportunities for structured reflection on this
- By using a range of visiting speakers from organisations working in the sector to ensure that students develop a current knowledge of ideas of good practice and key debates within the sector

12.b. Solihull College Student Employability Strategy

This programme is part of Solihull College's commitment to meeting the needs of local, national and international employers by delivering a diverse range of educational models including part-time and work-based study for learners drawn from non-traditional backgrounds in addition to internal progressions from FE vocational programmes.

As part of this commitment, the FdA Special Educational Needs, Disability and Inclusive Practice will:

I. Support students by providing professional, impartial advice and guidance to enable students to make considered career decisions before and during their studies to enable them to be prepared for their future employment and development by:

    A. Identifying the skills needed for progression into employment,
    B. enhancing their existing employment prospects.

II. Provide subject-related resources and information on local, national and international labour markets

III. Be responsive to the needs of employers in order to maximise students' employability and career progression prospects

IV. Include study skills which will improve students' academic writing and research capabilities to enable further study and facilitate career progression

V. Support equality and diversity, and minimise barriers to learning, as described in the College's Equality Policy which can be found on the website under Mission and Policies

VI. Ensure that employers play a key part in module content, course design and assessment criteria by formally seeking their views through employer forums, staff liaison visits, work experience coordinators and the use of a specialist employer service researcher to help to ensure that the course content meets industry expectations and requirements

VII. Provide students with assistance in finding work placements which provide appropriate developmental opportunities and relate to current or intended career interests

VIII. Utilise the expertise, resources and facilities of Solihull College and Newman University to ensure that students have the greatest opportunities to progress into further study via a top up Degree and in to employment

13. Student Support:

General support and guidance available across the College is designed to meet the demands of HE students as independent learners. The support is designed to help students grow in confidence, both academically and personally, to help the students reach their full potential.

Solihull College has an extensive student services department which offers support and advice for students starting with a dedicated HE admissions officer who provides both current and potential students with advice on applying for courses. The friendly and dedicated student finance team can tell the student what they are entitled to, how to apply and give the student clear guidance on how the repayment structure works, so that students will be able to understand and ask questions about their student loans. Furthermore Solihull College offers a student welfare service which provide; links to external specialist support, advice and guidance, information about agencies and organisations which could support the student, identify problems at an early stage, intervene before problems become a crisis and give the student support at key moments in their lives. The counselling service at Solihull College is avaliable to lend help to students whose may need someone to talk to in an impartial, confidential and non-judgemental manner about any matters or issues, at work or at home. Solihull College recognises the cultural and spiritual needs of the College's diverse community and therefore offers a quiet space for contemplation, reflection and prayer where all religious denominations are welcome. Solihull College has a team of careers advisors and assistants to help students to maximise their potential and get the student on the right pathway to a successful future. The careers advisors enable students to find out about the opportunities open to the student from career fairs, to work experience placements and external company workshops, giving the student the necessary guidance and profession choices. Solihull College has a faculty office where the staff are able help students with any enquiries they may have regarding their course, events, assignments and deadlines. Solihull College has a learning Zone which it there for students to access if they require any academic support. Furthermore the college has learning support which it there to provide support all those who require our services and cater for as many needs possible, some of which include; mental health needs, sensory impairments (Vision or hearing loss), physical difficulties, medical conditions (Affecting learning or attendance) and specific learning difficulty (e.g. Dyslexia).

Programme Support

Throughout their time on the programme the student will be able to access the Programme Leader to gain support as well as being designated a personal tutor who meets with the students regularly on a one to one basis or as a whole group to provide support and guidance throughout the programme. Students who require work placements will have access to a work placement officer who will assist in finding placements, and completing risk assessment for all voluntary placements. Students will be able to further enhance their academic writing skills through study skills sessions.

Every student at Blossomfield can access top-of-the-range IT resources. There is a large open access centre open Monday to Saturday as well as a dedicated IT room for Higher Education Students located in the University Centre. All students will have access to programme specific resources via the College VLEs (Moodle) to support students learning off site. There is comprehensive WiFi throughout the College. Students may book out: Laptops, Cameras, and Dictaphones and learning support aids.

The library at Solihull College has an extensive selection of books with students able to take out up to twelve books on either a short loan or a three week loan, as well a selection of DVDs and up to date journals. Furthermore the College library has access to Intered and Education research Complete, giving students access to journals electronically in college and off site as well as a range of books available electronically. The Early Years department has a dedicated

librarian who will support students to locate relevant articles and books for the course as well as ensuring that we have up to date and current literature.

14. Programme Quality Indicators and Results:

- Module reviews (feedback questionnaires and module leader action plan)
- External examiners reports
- Annual monitoring report prepared by subject area for Quality and Standards Committee with agreed actions
- Annual staff appraisal
- HE Review

Committees with responsibility for monitoring and evaluating quality and standards

Programme Quality Board
Quality and standards in HE
Programme Exam Board

Mechanisms for gaining student feedback on the quality of teaching and their learning experience

Programme Quality Executive
Mid-module discussion with module tutor and end of module evaluative questionnaire
Subject questionnaire for final year students
NSS

Staff development priorities include

Consultative supervision and support for new tutors
HE Research Group
Community of practice for staff supervising dissertations
Advanced level study in subject specialisms

14.b Complaints procedure
The FdA SENDIP will adopt college policies and complaints procedures which are available within the HE handbook which students receive on a memory stick at the beginning of the year and it is also placed on the Moodle page.

15. Special Features: Foundation Degree Special Educational Needs, Disability and Inclusive Practice features a work based practice element that underpins the academic programme of study. The programme is unique to Solihull College and fills a gap in the market for CPD in terms of developing knowledge and skills for students wishing to work in a challenging field of SEN, Disability and inclusion.