

DEFINITIVE COURSE RECORD

Course Title	FdA Supporting Inclusive Learning and Practice
Awarding Bodies	University of Suffolk
Level of Award ¹	FHEQ Level 5
Professional, Statutory and Regulatory Bodies Recognition	None
Credit Structure ²	240 Credits Level 4: 120 Credits Level 5: 120 Credits
Mode of Attendance	Full-time and Part-time
Standard Length of Course ³	2 years full-time
Intended Award	FdA Supporting Inclusive Learning and Practice
Named Exit Awards	CertHE Supporting Inclusive Learning and Practice
Entry Requirements ⁴	Typical Offer: 80 UCAS tariff points (or equivalent) Relevant employment or voluntary placement for the duration of the course Any offer of a place will be subject to a satisfactory enhanced Disclosure and Barring Service (DBS) check
Delivering Institution(s)	University of Suffolk at East Coast College (Lowestoft)
UCAS Code	X161

This definitive record sets out the essential features and characteristics of the FdA Supporting Inclusive Learning and Practice course. The information provided is accurate for students entering level 4 in the 2017-18 academic year⁵.

Course Summary

This is a unique and innovative course designed for those who support learning in its widest sense. You may be working as a teaching assistant in a teaching or behaviour support role in an educational setting. It is relevant to those from primary, middle, special and secondary schools or from further education colleges. The course is also very valuable to those working with children, young people or vulnerable adults in a day care or residential setting and from agencies such as the Youth Offending Service, Connexions, residential childcare or the voluntary sector. The course is designed to develop and extend students’ knowledge and skills to work inclusively with their “clients” as well as working as part of a multi-agency, multi-professional team. Students are encouraged to reflect on their own practice and the practice in their workplace and make links between these and the various theories that form a major part of the course.

¹ For an explanation of the levels of higher education study, see the [QAA Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies \(2014\)](#)

² All academic credit awarded as a result of study at the University adheres to the [Higher education credit framework for England](#).

³ Where the course is delivered both full-time and part-time, the standard length of course is provided for the full-time mode of attendance only. The length of the part-time course is variable and dependent upon the intensity of study. Further information about mode of study and maximum registration periods can be found in the [Framework and Regulations for Undergraduate Awards](#).

⁴ Details of standard entry requirements can be found in the [Admissions Policy](#)

⁵ The University reserves the right to make changes to course content, structure, teaching and assessment as outlined in the [Admissions Policy](#).

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Course Aims

- To engage in work based learning to develop skills and knowledge to support professional practice and enhance employability
- Develop knowledge and a critical understanding of the learning and development of a range of children, young people and adults
- Develop appropriate values and beliefs for working as part of these workforces
- Develop awareness of research methods and methodologies
- Develop knowledge and a critical understanding of the regulatory and legislative framework for working in education, in their own agencies and in related agencies
- Develop key transferable skills
- Provide opportunities for reflection and development of personal and professional whilst working in one of the following settings
- Provide employers with a high quality, flexible programme that will enhance workplace practice and responsiveness to change

Course Learning Outcomes

The following statements define what students graduating from the FdA Supporting Inclusive Learning and Practice course will have been judged to have demonstrated in order to achieve the award. These statements, known as learning outcomes, have been formally approved as aligned with the generic qualification descriptor for level 5 awards as set out by the UK Quality Assurance Agency (QAA)⁶.

Knowledge and Understanding

1. Demonstrate knowledge and a critical understanding of theoretical concepts applicable to Supporting Inclusive Learning and Practice
2. Demonstrate an awareness of research methods

Mental or Cognitive Skills

3. Deploy established techniques of analysis and enquiry used within relevant subjects
4. Critically evaluate evidence from different perspectives to reach sound judgements and communicate them effectively

Subject Specific and Practical Skills

5. Demonstrate appropriate ethics, values and beliefs for working with children, young people or adult workforces including anti-discriminatory practice and equality of opportunity
6. Demonstrate knowledge and a critical understanding the ideological, regulatory and legislative frameworks for the service within which they and others work

⁶ As set out in the [QAA Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies \(2014\)](#)

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7. Demonstrate reflection and development of personal professional knowledge and skills whilst working in their setting
8. Support the development of the literacy, numeracy and personal /social/emotional skills of those they work with
9. Support the development of a positive sense of self and self-worth

Course Design

The design of this course has been guided by the following QAA Benchmarks and Professional Standards

QAA Benchmarks:

- Education Studies (2007)
- Social Policy and Administration (2007)
- Social Work (2008)

Professional Standards:

- HLTA (Higher Level Teaching Assistant)

Course Structure

The FdA Supporting Inclusive Learning and Practice comprises modules at levels 4 and 5.

Module Specifications for each of these modules are included within the course handbook, available to students on-line at the beginning of each academic year.

	Module	Credits	Module Type ⁷
Level 4			
	Foundations of Learning & Development	20	M
	Personal & Professional Development	20	M
	Work Based Learning or Work Based Learning 1A	40	M
	Effective Communication	20	M
	Supporting Additional Needs	20	M
Level 5			
	Behaviour Awareness	20	M
	Multi-Agency Working	20	M
	Research Methods	20	M
	Negotiated Project	20	M
	Work Based Learning	40	M

⁷ Modules are designated as either mandatory (M), requisite (R) or optional (O). For definitions, see the [Framework and Regulations for Undergraduate Awards](#)

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Awards

On successful completion of the course, students will be awarded a FdA Supporting Inclusive Learning and Practice. Students who leave the course early may be eligible for a CertHE Supporting Inclusive Learning and Practice on successful completion of 120 credits including all mandatory modules at level 4.

Course Delivery

The course is delivered at the University of Suffolk at East Coast College (Lowestoft). Students studying on FdA Supporting Inclusive Learning and Practice are likely to have approximately 60 contact hours per 20 credit module. The contact hours will be a mix of lectures/seminars, Virtual Learning Environment (VLE) activities and tutorials and students will also be required to be in work (for Work Based Learning) for approximately 20 hours per week over a 12 week semester. Students will normally be expected to undertake approximately 140 hours of independent study per module, but should be prepared for weekly workloads to vary based on assignment deadlines and class exercises.

Course Assessment

A variety of assessments will be used on the course to enable students to experience and adapt to different assessment styles. The assessment methods used will be appropriate to assess each module's intended learning outcomes. Assessment on the course overall will be approximately 90% coursework (including essays, reports, presentations, and research projects) and 10% examinations.

Course Team

The academic staff delivering this course are drawn from a team that includes teaching specialists and current practitioners. All staff are qualified in their subjects with their own specialist knowledge to contribute.

Course Costs

Students undertaking FdA Supporting Inclusive Learning and Practice will be charged tuition fees as detailed below.

Student Group	Tuition Fees
Full-time UK/EU	£8,220 per year
Part-time UK/EU	£1,370 per 20 credit module
Full-time International	£10,080 per year
Part-time International	£1,680 per 20 credit module

The cost of the DBS is the responsibility of the student or the placement

Payment of tuition fees is due at the time of enrolment and is managed in accordance with the Tuition Fee Policy.

There are no additional costs other than the usual stationery items and text books. The use of a computer with internet access is an essential part of this course.

Academic Framework and Regulations

This course is delivered according to the Framework and Regulations for Undergraduate Awards and other academic policies and procedures of the University and published on the [website](#).