

**DEFINITIVE COURSE RECORD**

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

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 2021-22 academic year<sup>5</sup>.

**Course Summary**

The FdA Supporting Inclusive Learning and Practice has been running at the University of Suffolk at East Coast College, Lowestoft Campus since 2008. The course was originally developed to meet the needs of those working in the education sector such as teaching assistants and behaviour support assistants. Over the years, this has been broadened to encompass a wider range of non-education professions such as support workers, care workers and safeguarding officers. The teaching content within the FdA Supporting Inclusive Learning and Practice and the BA (Hons) Inclusive Practice and Integrated Working [progression route] are aimed at meeting the needs of groups who are classed as

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

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

<sup>3</sup> 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](#).

<sup>4</sup> Details of standard entry requirements can be found in the [Admissions Policy](#) and further details about Disclosure and Barring Checks (DBS) can be found on the [University's DBS webpage](#).

<sup>5</sup> 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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marginalised, disadvantaged and vulnerable. Modules offered look at inclusion in a myriad of settings encouraging the active application of theory by making links to practice. In line with the course rationale, the course aims will enable the students to develop key transferable skills, subject knowledge and skills, and develop as holistic, inclusive and reflective practitioners.

### Course Aims

1. To engage in work based learning to develop skills and knowledge to support professional practice and enhance employability.
2. Develop knowledge and a critical understanding of the learning and development of a range of children, young people and adults.
3. Develop appropriate values and beliefs for working as part of these workforces.
4. Develop awareness of research methods and methodologies.
5. Develop knowledge and a critical understanding of the regulatory and legislative framework for working in education, in their own agencies and in related agencies.
6. Develop key transferable skills.
7. Provide opportunities for reflection and development of personal and professional whilst working in one of the following settings.
8. 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)<sup>6</sup>.

#### A. Knowledge and Understanding

1. Apply underlying concepts and principles outside the context in which they were first structured and application of principles in a work context.
2. Demonstrate knowledge and critical understanding of legislative frameworks and their application to practice.
3. Demonstrate an awareness of research methodologies and the application to practice.

#### B. Mental or cognitive skills

1. Use a range of established techniques to initiate and undertake critical analysis of information and to propose solutions to problems arising from that analysis in the field of study and in a work context.
2. Demonstrate an awareness of the theories of social construction and the child's position within society.

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

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3. Be proficient at selecting and using a range of primary and secondary sources to extend knowledge and understanding.

### C. Subject Specific and Practical Skills

1. Demonstrate the exploration and enhancement of the appropriate values and beliefs for working with vulnerable groups.
2. Critically evaluate the development and enhancement of the application of theory to practice through work based learning and reflection.
3. Demonstrate the development of the skills of an independent learner.
4. Awareness of diversity, equity, rights and inclusion in relation to a varied range of vulnerable groups.
5. Support the development of the literacy, numeracy and personal /social/emotional skills of those they work with.
6. Support the development of a positive sense of self and self-worth.

### D. Employability Skills

1. Qualities and transferable skills necessary for employment and progression to other qualification requiring the exercise of personal responsibility and decision.
2. Demonstrate knowledge and a critical understanding the ideological, regulatory and legislative frameworks for the service within which they and others work.
3. Demonstrate reflection and development of personal professional knowledge and skills whilst working in their setting.

### Course Design

The design of this course has been guided by the following QAA Benchmarks:

- QAA (2010) Foundation Degree Qualification Benchmark.
- QAA (2007) Education Studies Benchmark

The design of this course has been guided by elements of the following QAA Benchmarks:

- QAA (2007) Social Policy and Administration Benchmarks
- QAA (2008) Social Work Benchmarks

### Course Structure

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

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

	Module	Credits	Module Type <sup>7</sup>
Level 4			
	Foundations of Learning and Development	20	Mandatory
	Personal and Professional Development	20	Mandatory

<sup>7</sup> 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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	Work Based Learning	20	Mandatory
	Inclusive Learning Practices	20	Mandatory
	Effective Communication	20	Mandatory
	Supporting Additional Needs	20	Mandatory
Level 5			
	Work Based Learning 2	20	Mandatory
	Sociological Aspects of Exclusion	20	Mandatory
	Research Methods	20	Mandatory
	Behaviour Awareness	20	Mandatory
	Media and Inclusion	20	Mandatory
	Multi-Agency Working	20	Mandatory

### Awards

On successful completion of the course, students will be awarded a FdA Supporting Inclusive Learning and Practice.

### Course Delivery

The course is delivered at East Coast College (Lowestoft). Students studying full-time on FdA Supporting Inclusive Learning and Practice are likely to have approximately 7 contact hours per week. The contact hours will be a mix of lectures and seminars. Students are expected to be in suitable work in the sector or in a voluntary placement working with a vulnerable group. Students should undertake 10 hours a week of work placement during the 30 weeks of the academic year, for the entire duration of the FdA Supporting Inclusive Learning and Practice course. Students will need to arrange all work and voluntary placements themselves and will need to have a mentor, who will act as a critical friend, in the work place or placement. Full time students will normally be expected to undertake 21 hours of independent study in an average week, but should be prepared for this 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 mostly coursework (including essays, reports, presentations and portfolios) with one exam at Level 4.

### 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.

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### 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	£8,220 per year
Part-time UK	£1,370 per 20 credit module
Full-time EU/International	£12,150 per year
Part-time EU/International	£2,025 per 20 credit module

Payment of tuition fees is due at the time of enrolment and is managed in accordance with the tuition fee policy.

### Tuition Fee Policy

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 will no additional costs to the students other than for the usual stationery supplies. 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](#).