UNIVERSITY OF WOLVERHAMPTON

Course Specification

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Core Information

Awarding Body / Institution:	University of Wolverhampton		
School / Institute:	School of Education and Psychology		
Course Code(s):	SN012F31CW	Part-time	3 Years
Course Title:	Foundation Degree (FdA) Supporting Learning in Education at City of Wolverhampton College		
Hierarchy of Awards:	Foundation Degree (Arts) Supporting Learning in Education		
Language of Study:	English		
Date of DAG approval:	14/Sep/2026		
Last Review:			
Course Specification valid from:	2025/6		
Course Specification valid to:			

Academic Staff

Course Leader:	
Head of Department:	Dr Christopher Wakeman

Course Information

Location of Delivery:	City of Wolverhampton College
Category of Partnership:	Franchised/Supported Delivery
Teaching Institution:	City of Wolverhampton College
Open / Closed Course:	This course is open to all suitably qualified candidates.

Entry Requirements:

Entry requirements are subject to regular review. The entry requirements applicable to a particular academic year will be published on the University website (and externally as appropriate e.g. UCAS

You must hold a Level 3 Childcare related qualification, for example, T Level Education and Early Years, NVQ Level 3 Diploma, NNEB, CACHE Level 3 Diploma in Childcare and Education, BTEC L3 National Diploma in Childcare and Education or Level 3 Early Years/Teaching Assistant apprenticeship

You must be able to provide a satisfactory employer reference evidencing that you have been employed or have experience for a minimum of one year working with children and families, or in a long term voluntary placement Please see the link below on how to apply https://www.wlv.ac.uk/apply/how-to-apply/

You must be able to supply the College you will be attending with an up to date Enhanced DBS Police Check

Distinctive Features of the Course:

This Foundation degree in Supporting Learning in Education is all about understanding inclusive education and practice in a way that feels real and relevant for you. We do not just teach theory; you will explore the principles of inclusion and how this works in practice in education and community settings through collaborative learning and reflection and how it can make a difference in people's lives. You will have the freedom to shape your learning around your own interests and future goals, so your experience is personal to you and prepare you for diverse roles in educational contexts. The delivery of your teaching is interactive, blending seminars, workshops, and research-based learning with digital tools to support collaboration and accessibility. You will benefit from high quality teaching by lecturers and engage with current educational debates about inclusion and policy development.

Your teaching team brings a wealth of research expertise and practical experience in education, which means you will learn from people who understand both the theory and the reality of inclusive educational practice. They will help you make clear connections between what you study in class and your own professional practice in real-world settings, whether that is through case studies, examples from your own work, or guidance on applying concepts to your own experiences. This adaptable, and reflexive insight ensures that your learning feels relevant and prepares you to confidently use your knowledge in future roles within education.

From the moment you join the course, you will have access to a wide range of support to help you succeed. Your personal tutor will be your first point of contact for academic advice and wellbeing, and you can book regular check-ins whenever you need them. You will also have access to specialist services for study skills, careers guidance, and mental health support. Whether you need help with assignments, planning your future, or just someone to talk to, we make sure you have the support you need. Our goal is to help you feel confident, supported, an independent learner and ready to achieve your best. You will also have guest lectures from education and special educational needs experts, and you will gain awareness of different professional roles through our employability events to meet your future career goals.

Educational Aims of the Course:

Intakes:

September

Major Source of Funding:

Office for Students (OFS)

Tuition Fees:

Tuition fees are reviewed on an annual basis. The fees applicable to a particular academic year will be published on the University website.

Year	Status	Mode	Amount
2021/2	H	Part Time	£4110.00
2022/3	H	Part Time	£4110.00
2023/4	H	Part Time	£4110.00
2024/5	H	Part Time	£4110.00
2025/6	H	Part Time	£4300.00
2026/7	H	Part Time	£4455.00

PSRB:

None

Course Structure:

September (Part-time)

Module	Title	Credits	Period	Type
4CF017	Safeguarding and Multi-Agency Perspectives	30	SEM1	Core
4ED016	Succeeding at University	30	SEM1	Core
4SN015	Supporting Communication and Participation	30	SEM2	Core
4SN016	The Reflective Practitioner	30	SEM2	Core

September (Part-time)

Module	Title	Credits	Period	Type
5SN010	Neurodiversity and Inclusive Practice	30	SEM1	Core
5CF018	Young Lives, Parenting and Families	30	SEM1	Core
5ED018	Becoming a Researcher	30	SEM2	Core

September (Part-time)

Module	Title	Credits	Period	Type
5CF022	Becoming a Reflective Leader	30	SEM1	Core

Please note: Optional modules might not run every year, the course team will decide on an annual basis which options will be running, based on student demand and academic factors, to create the best

learning experience.

Learning, Teaching and Assessment

Regulations Exemption:

Section 4.5.4 As the module will be pass /fail, capping a result does not apply.

Section 4.5.5 Exemption in accordance with the standards of the Professional Body. Students will not have a right to retake after failure of practice modules at the re-sit attempt

Reference Points:

UK Quality Code for Higher Education

Qualifications and Credit Frameworks

Subject Benchmark Statements

University Policies and Regulations

Equality Act 2010: guidance - GOV.UK

Apprenticeship Standard

Overview of Assessment:

Learning Outcomes	Modules
CERTHE01 Demonstrate knowledge of the underlying concepts, theories and principles associated with your area(s) of study. (Knowing)	4CF017 Safeguarding and Multi-Agency Perspectives 4ED016 Succeeding at University 4SN015 Supporting Communication and Participation 4SN016 The Reflective Practitioner
CERTHE02 Evaluate, interpret and apply data, to develop ideas and discussion in your subject(s) of study. (Knowing)	4ED016 Succeeding at University
CERTHE03 Use different approaches to solving problems related to your area(s) of study (Doing)	4CF017 Safeguarding and Multi-Agency Perspectives 4ED016 Succeeding at University
CERTHE04 Communicate the results of your study/work accurately and reliably, and with structured and coherent arguments (Doing)	4CF017 Safeguarding and Multi-Agency Perspectives 4SN015 Supporting Communication and Participation
CERTHE05 Identify and undertake further training and develop new skills to support your learning (Being)	4SN015 Supporting Communication and Participation 4SN016 The Reflective Practitioner
CERTHE06 Identify personal qualities and transferable skills necessary for further study and/or employment (Being)	4ED016 Succeeding at University 4SN016 The Reflective Practitioner
FD01 Knowing (K1): Demonstrate knowledge and understanding of the well-established principles of your area(s) of study, and of the way in which those principles have developed importance relating to the study of education and inclusive practice.	5CF022 Becoming a Reflective Leader 5ED018 Becoming a Researcher
FD02 Knowing (K2): Evidence knowledge of the main methods of enquiry and the appropriateness of different approaches to solving problems relative to education and inclusion.	5CF018 Young Lives, Parenting and Families 5SN010 Neurodiversity and Inclusive Practice
FD03 Doing (D1): Identify the underlying concepts and principles outside the context in which they were first studied, and apply these to real world contemporary educational and inclusion issues, challenges and policy	5ED018 Becoming a Researcher
FD04 Doing (D2): Undertake critical analysis and evaluation of information, key theories, principles, and issues of inclusive educational practice and policy	5ED018 Becoming a Researcher
FD05 Being (B1): Engage in ongoing self-reflection of your own values about the importance of inclusive practice, social diversity and solution focused action.	5CF022 Becoming a Reflective Leader 5SN010 Neurodiversity and Inclusive Practice
FD06 Being (B2): Effectively communicate information, arguments, and analysis in a variety of forms, including the use of contemporary digital technologies relating to the study of inclusive education	5CF018 Young Lives, Parenting and Families 5CF022 Becoming a Reflective Leader

Teaching, Learning & Assessment Strategy/(Learning and Teaching):

The course is thoughtfully structured to build your confidence by introducing foundational concepts early on, using scaffolded learning that gradually progresses to more complex ideas and skills. You will follow a carefully sequenced curriculum meaning that your modules in your first year of study provide knowledge which will then be built up and revisited in more complex ways throughout the rest of your degree.

Throughout the course you will be supported to develop as an independent learner and will also work collaboratively with your peers both in the classroom and via online digital spaces. Online resources, such as tutorials, quizzes, lecture recordings and discussion boards complement in-person sessions, enabling you to revisit key concepts at your own pace.

In-person and online activities are designed to complement each other, offering flexible and inclusive learning experiences through blended delivery—such as interactive seminars, digital forums, and multimedia resourcesthat cater to different learningneeds. You will be supportedin developing academic and digital skills through embedded workshops, guided tasks, and access to tailored resources that prepareyoufor group work, research, and independent study. Professional and practice-based elements, including work-based learning, are integrated with academic content to ensureyou canapply theory in real-world contexts, enhancing employability and reflective practice. The course also promotes digital fluency by embedding the ethical use of digital tools, AI, and data into learning activities, encouraging you to critically engage with technology as part of your academic and professional development.

Assessment Methods/Assessments:

This course uses a range of assessments designed to support your learning journey while helping you demonstrate your knowledge, skills, and progress. You will complete assessments in a mix of formats offering varied opportunities for you to demonstrate your strengths. Many of our assessments relate to real-world practices, such as, writing safeguarding reports and developing inclusive learning opportunities. Importantly, we do not use exams at any point across the course. Your assessments are designed not only to develop your communication skills but also your self-awareness, emotional intelligence and your skills in critical thinking and reflective practice. You will often have autonomy in terms of your assignment topics to allow you to focus on issues most relevant to your areas of interest or future career goals

Throughout the course we place a strong emphasis on assessment support and scaffolding to ensure you feel clear and confident and can achieve your full potential. All modules include a range of assessment support to demystify assessment processes, clarify expectations, and equip you to succeed to the best of your ability. Inclusivity is a core principle in your course, with clear guidance, accessible formats, and support for different learning needs ensuring you can engage meaningfully.

Further Information for Student:

The Foundation Degree in Supporting Learning in Education is designed to help you to develop the skills, knowledge and confidence to succeed in your studies with the University of Wolverhampton at degree level. The curriculum in Supporting Learning in Education will be relatable to you through our inclusive approaches to your teaching and learning experience. We value and promote your individual engagement, progression and success as all our staff will recognise and celebrate your unique learning needs. We will support your transition in university during your Foundation Degree and we will develop skills appropriate to studying at university such as finding and using information, working collaboratively with others, gain confidence in using digital tools and platforms, Strengthening your critical thinking and analysis through challenging and debating ideas as you develop greater confidence in your academic voice, digital literacy, challenging and debating ideas and expressing yourself with greater confidence.

You will have a personal tutor, who will act as a key point of contact throughout your studies, providing both pastoral and academic support through tutorials and target setting. Your tutor will help you navigate university systems, offer guidance on managing workload, and support your personal wellbeing and signposting additional resources when needed. Regular meetings ensure that any challenges are addressed promptly, and your progress is monitored in a supportive and proactive way. This relationship is designed to foster a sense of belonging, building emotional intelligence and self-awareness and ensure that you have consistent, personalised support throughout your learning journey.

Formative assessments are embedded in all of your modules to support you with opportunities to practice and strengthen your academic and technical skills in preparation for your final summative assessment. These assessments are accompanied by timely, constructive feedback that not only highlights strengths but also identifies areas for improvement, enabling you to build resilience, confidence and competence as you progress. We aim to ensure your assessment feedback is developmental, fostering continuous learning and reflection throughout your course.

Throughout your studies your work-based knowledge and skills will be built upon to develop your personal and professional development and future roles. You will have the opportunity to use your work-based experiences and complete tasks to accredit your learning in the workplace or use prior certificated learning at level 4 up to a maximum of 30 credits. This will shorten the time you spend studying for this degree. You will be thoroughly prepared through workshops, and guidance on the process and this will be built into your learning on your modules and your workplace experiences. This will also include structured reflection activities through reflective journals, and action planning helps you to evaluate your learning, connect theory to practice, and identify areas for future growth.

We are committed to hearing the voices of our students and your feedback plays an important role in shaping your course experience by providing insights into what is working well for you and where improvements are needed. We regularly gather feedback through early module evaluation, end of module evaluations and surveys, student forums through a collaborative approach. This allows us to identify any challenges for you and adapt teaching strategies, resources, and support. This ensures that your course remains responsive and inclusive to your learning needs, whether by clarifying content, or enhancing accessibility and engagement.

Currency:

Education and Special Educational needs, disability and inclusion are rapidly changing areas and course content is updated regularly to reflect this. Our curriculum and module content is updated each year to ensure it remains relevant and contemporary. You will engage with educational and inclusion research through your use of academic literature, problem solving tasks, and opportunities to explore work conducted by University of Wolverhampton staff, fostering a strong foundation in research literacy and critical thinking.

All staff within the course team are active researchers in education, special educational needs, disability rights and inclusion and can feed their expertise into their teaching. Staff are members of professional networks and regularly engage with sector conferences and networking events to ensure curricular content is underpinned by emerging primary research in the sector. As students you will be equipped to develop your own academic research skills which will culminate in an independent research project on a topic of your choice in your final year of study.

The curriculum encourages you to think creatively and critically about real-world issues in education, inclusion and disability, through applied projects, problem-solving activities and your own work-based experiences. For example, you will examine real life case studies and develop informed solution focused thinking about how to address practical challenges in education and communities. The University's Graduate Attributes are embedded throughout the course, guiding your development as an adaptable, future-ready graduate equipped to work in a range of educational and community contexts. Lifelong learning is supported by reflective practice, digital fluency, and opportunities to explore different professional contexts, helping you to prepare for the complexities of your future career.

Personalisation Opportunities:

In Special Educational Needs, Disability and Inclusion Studies we use your own lived experience as a foundation for the entire course and take what you already know and have experienced in education and in your community as a starting point to build upon. Reflection is threaded throughout the course, and you will reflect on your own experience in education and society in its broadest sense to identify the ways that this has shaped your own values and beliefs about education and inclusion.

The course is designed with flexibility in assessments enabling you to be autonomous and tailor your learning to areas that are linked to your personal interests and career aspirations. For example, you can select essay topics, case studies, or research projects that draw on your own experiences or focus on issues that you are passionate about, such as inclusive education and the provision for learners with special educational needs and disabilities (SEND) in educational and community settings, social inequality or collaborating with families, professionals, and communities. Your modules focus on up-to-date issues in education and inclusion to support your development as an ethical, inclusive, socially aware professional. It will foster a commitment to equity, diversity, and social justice by challenging barriers to learning and participation and advocating for inclusive approaches across educational and community settings and as part of a diverse global society.

The course content fosters your emotional intelligence, autonomy, curiosity and engagement and independent study opportunities allow you to pursue specialist areas, ensuring that learning feels relevant and meaningful to your own individual career goals. Although you are independent as a learner, you are not on your own

and will be supported at each step of your student journey by passionate and knowledgeable staff who really care about your success.

Employability in the Curriculum/Employability and Professional Development:

The course actively supports you in exploring and preparing for diverse career pathways through integrated opportunities such as placements, and industry-linked assessment and projects that connect academic learning with real-world practice. You are guided to build a professional identity through reflective tasks, career-focused modules, and engagement with employers and practitioners. Professional best practice in education and inclusion is embedded into the curriculum, ensuring you understand and meet sector-specific benchmarks. Employability skills are developed through workshops, mock interviews, CV writing sessions, and networking events, alongside regular feedback and opportunities for self-assessment. You will receive academic and career guidance to make informed choices about modules or specialisms that align with your aspirations, helping you shape a clear and confident path toward your future professional goals.

The course is designed to embed employability throughout its structure, enabling you to explore diverse career pathways and prepare for professional roles in education and related sectors. Opportunities for real-world engagement are integrated through professional placements and industry-linked assignments. For example, in your second year of study the placement module allows you to develop practical experience in educational, alternative and community settings. Furthermore, modules like Neurodiversity and Inclusive Practice and Contemporary Issues in Education require you to create innovative and inclusive solutions to contemporary educational challenges, ensuring that you can apply theoretical knowledge to practical contexts. Global perspectives are also emphasised through modules developing your knowledge as a global citizen and broadening your understanding of career opportunities in diverse settings.

You will be supported in developing a professional identity throughout the course. Reflective practice is embedded across the curriculum, enabling you to evaluate your strengths, values, and aspirations, and connect these to their career ambitions. Autonomy in assignments and research topics allow you to tailor your learning to your career interests, supported by structured guidance and reflective activities that link academic development to your own career goals.

Ethical and inclusive practice is emphasised across the course with a specific focus on challenging inequality and promoting inclusive practice in educational and community contexts. Digital fluency and responsible use of AI are also embedded, ensuring you meet contemporary industry standards for technology use.

A Foundation degree in Supporting Learning in Education can lead to an excellent progression route on the BA (Hons) Special Educational Needs, Disability and Inclusion Studies and Children and Family Studies top-up (level 6) which can lead to a variety of rewarding careers across education, health, social care, and the voluntary sector. One you have gained your BA (Hons) degree, if you are considering becoming a teacher, we have excellent progression opportunities on to routes into primary, secondary school teaching and teaching in further education supporting learners with additional needs. Many of our students progress to advisory positions like inclusive education consultants, or work in roles such as pastoral support and mentoring in schools and colleges. Beyond education, opportunities include family support work, advocacy roles, and positions within charities or local authorities focused on disability inclusion. Some graduates enter health-related roles as therapy assistants or mental health support workers, while others move into policy, research, or postgraduate study, such as the Master's in Education or Master’s in Social Work. This degree equips you with the knowledge and skills to promote inclusion and make a positive impact in diverse professional settings.