PROGRAMME SPECIFICATION

PROGRAMME SPECIFICATION

1. Programme Title(s) and UCAS Code(s):

BA (Hons) Special Educational Needs, Disability and Inclusive Practice (Top up)

UCAS Code:

2. Available Awards:

BA (Hons) Special Educational Needs, Disability and Inclusive Practice (Top Up)

3. Entry Requirements:

Normally a minimum of 240 UCAS points Foundation degree in a relevant subject e.g. SENDIP, Early Years, Education, references and proof of satisfactory attendance record requested from their current or previous institution. Applicants will also need a Pass in English at level 2 (or equivalent). All students will be interviewed and those without a relevant qualification relating to Special Educational Needs and Disabilities will be advised that they will need to complete a bridging module. (Appendix 7)

RPL/RPEL
Applications for Recognition of Prior Learning (RPL) and Recognition of Prior Experiential Learning (RPEL) are welcomed in accordance with the Solihull College Admissions Policy. Any student wishing to apply for RPL or RPEL 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 RPL/RPEL Committee.

DBS
An entry requirement for all students is that they have completed and received back a clear DBS ideally via electronic application system prior to commencing the course. All students are expected to be engaged with relevant settings for the duration of the course, which can either be voluntary or paid. Students, who are new to the course (i.e.non FD SENDIP), will be supported to complete their DBS and find relevant placements with the support of the departments placement officers.

Students who have not completed the SENDIP FD.

Students who are new to the programme will be supported to develop and enhance their knowledge of SEND legislation and historical perspectives through the completion of a timeline supported by a tutor prior to the course starting. Students

who enrol late will be given support and additional time to complete this task. Students will also be have 6 hours of taught sessions from a tutor to consolidate their knowledge and understanding of the historical perspective of SEND.

4. Aims of the Programme:

By the end of the programme students will be able to:

- Demonstrate a systematic 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)
- Evidence the ability to critically evaluate and understanding the importance of inclusion when working with children, young people and their families.
- Critically analyse the importance of multi-agency working.
- Critically evaluate both historical and current policies which support the development, delivery and sustainability of services when working in a variety of roles in the education, health and social care sectors.
- 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 judgment and risk when working with children young people and families and the ways in which social and cultural factors can influence this.
- Demonstrate a detailed, accurate, systematic theoretical and applied understanding of the role of leadership and management.
- Evidence experience of work related learning and be able to critically reflect on the key practice issues which emerge from these, through either placements or working in the SEND sectors.
- Take responsibility for their own learning and development using reflection and feedback.
- Demonstrate an ability to critically engage with theory and practice

5. Summary of Programme (for HEAR):

The BA (Hons) SENDIP (Top up) is designed for students wishing to develop their knowledge and understanding of SEND and Inclusive Practice who have or 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, Day care settings, Residential Care, Inclusion Support Service, Voluntary Organisations and service providers such as Solihull Life Skills Organisation, Pupil referral units, and will allow students to research and present a relevant dissertation which relates to this specialised area.

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

6. **Intended Learning Outcomes and Teaching, Learning and Assessment Methods Used:**

INTENDED LEARNING OUTCOMES	TEACHING METHODS	HOW DEMONSTRATED
A. Knowledge and Understanding		
1. Demonstrate a critical understanding and to articulate the principles of good practice when 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 specifically in: Professional Development Portfolio To include: Presentations Reflective accounts Work place evaluations
2. Develop a critical reflective approach as 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. Explore and examine different theoretical perspectives to demonstrate effective work	Lectures Small group work Small group exercises in taught sessions Student presentations	Group presentations Employer feedback Dissertation
4. Examine and critically analyse sociological and psychological concepts regarding the development of children and young	Lectures Class discussion tasks Blended learning using Moodle	Summative assessments, case study, essay, presentations Dissertation

INTENDED LEARNING OUTCOMES	TEACHING METHODS	HOW DEMONSTRATED
people.		
5.Critically evaluate and debate complex factors including 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, presentation Dissertation
6. Critically reflect on and demonstrate the ability to research and reflect on key issues using 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. Examine and critically debate appropriate relationships with children young people and families in order to support effective practice	Tutorials Seminars Class discussion Small group exercises in taught sessions	Assessment in the workplace, Employer feedback, Observed practice Reflective accounts Dissertation
2. Critically identify and explore 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	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 Dissertation
3. Manage the dilemmas and contradictions inherent in a range of SEND contexts and enable children's, young people's and families' voices to be heard in the	Lectures; workshops; group work and discussion; online tutorials. Moodle forums, debates	Student presentations Directed reading and tasks Blended learning using Moodle VLE Independent research Evidence in summative assessments - range of

INTENDED LEARNING OUTCOMES	TEACHING METHODS	HOW DEMONSTRATED
planning and delivery of services		written tasks and oral or virtual presentations Dissertation
C. Advanced Skills and Experience		
1. Demonstrate and manage a range of academic skills including communicating ideas critically evaluating arguments both, orally and in writing, using approaches tailored to particular tasks and audiences and identifying problems and solutions	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 Dissertation workshop and mentor support	A mixture of written tasks, oral presentations and Effective utilisation of a range of sources in both academic and workplace activities Practical demonstration in both learning and placement situations Use of appropriate academic conventions in written work for summative assessments and Dissertation
2. Research and demonstrate the use of an appropriate range of techniques to include evaluation and critical interpretation of secondary data. Identify digital literacy in research, used 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.	Online discussion forum, poster presentation, ICT used presentation, Workplace literacy package used for formative assessment in Use of peer reviewed material use in summative assessed work products Use of appropriate materials in the Dissertation
3. Analyse, synthesise and 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. Debates Role play	Summative assessment through case study and research proposal Evidence in essays and Dissertation of a range of sources critically evaluated
4. Take personal responsibility for decision making in complex and unpredictable contexts.	Problem based learning – using a virtual workplace to introduce a range of	Formative assessment: through role play in virtual workplace Summative assessment:

INTENDED LEARNING OUTCOMES	TEACHING METHODS	HOW DEMONSTRATED
Demonstrate appropriate problem solving skills in learning and workplace situations	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	reflective account Case study and Dissertation
5. Synthesise and analyse complex 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 & Dissertation
6. Work collaboratively with others to achieve shared targets and outcomes	Tutorial Group tasks Seminar groups and learning sets	Formative: Tutorial records Group discussion presentation of progress Dissertation
7.Prepare students for future professional leadership and management roles	Tutorial Group tasks Seminar groups and learning sets	Formative: Dissertation Essay
8. Demonstrate the qualities and transferable skills necessary for employment including decision making in complex and unpredictable contexts.	Tutorials Group tasks Discussions Seminar groups & learning sets	Reflective accounts feedback from supervisors Dissertation

7: Programme Structure and Requirements:

	Autumn	Spring	Summer
Level 6	Dissertation research & Study Skills

Part 1** | Creating Inclusive Learning environments and resources
20 credits | Leadership and Management

20 Credits |
| | Working and supporting children & young people with SEND and their families, in a variety of settings.

20 credits | Safeguarding and Advocacy in the context of SEND

20 credits | Dissertation support, mentoring & Supervision

Part 2**
40 credits |

8 .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.

Aims.

1. To ensure that students are made aware of the nature of the assessment criteria
2. Evaluation of assessment, functions as a continuous feedback process whereby continuous improvement is sought.
3. To develop students reflection and self monitoring of the quality of their own work
4. To ensure that adequate and/or professional standards are achieved by students through appropriate marking, grading and assessment of knowledge and skills
5. To ensure clear guidance is provided to students relating to the professional and learning outcomes, to enable them to link theory to practice
6. To enhance and reward specific qualities which are important to employers
7. To promote understanding of cultural diversity and to ensure that inclusive and diverse approaches to teaching, learning and assessment are adopted
8. To challenge, stretch and motivate students at every level of ability
9. To encourage the development of autonomous learning through a research based curriculum
10. To demonstrate the qualities and transferable skills necessary for employment.

9: Subject Assessment Marking Criteria:
(a short description and table showing the marking criteria used by the subject)

Example of current marking criteria (to be reviewed)

What we are assessing	80 – 100	70 – 79	60 – 69	50 – 59	40 – 49	30 – 39	0 – 29
	1st class		2:1	2:2	3rd class	Fail	
Understanding of theories, concepts and issues associated with the module	Your work has demonstrated an **outstanding** understanding of theories, concepts and issues associated with the module.	Your work has demonstrated an **excellent** understanding of theories, concepts and issues associated with the module.	Your work has demonstrated a **thorough** understanding of theories, concepts and issues associated with the module.	Your work has demonstrated a **reasonable** understanding of theories, concepts and issues associated with the module.	Your work has demonstrated a **basic** understanding of theories, concepts and issues associated with the module.	Your work has demonstrated an **insufficient** understanding of theories, concepts and issues associated with the module.	Your work has demonstrated **very limited** understanding of theories, concepts and issues associated with the module.
Argument and critical analysis of the topic	Your work has demonstrated a consistently **sophisticated critical analysis** of the topic.	Your work has demonstrated a **critical analysis** of the topic.	Your work has demonstrated a **thorough analysis** of the topic.	Your work has demonstrated **a reasonable analysis** of the topic. At times, your work was **too descriptive.**	Your work has demonstrated a **basic analysis** of the topic, but is **too descriptive.**	Your work has demonstrated an **insufficient analysis** of the topic and is **too descriptive.**	Your work has demonstrated **very limited analysis** of the topic.

What we are assessing	80 − 100	70 − 79	60 − 69	50 − 59	40 − 49	30 − 39	0 − 29
	1st class		2:1	2:2	3rd class	Fail	
Use of research and reading	You have made **outstanding** use of literature, research and reading from a **wide variety** of **appropriate** sources.	You have made **excellent** use of literature, research and reading from a **wide variety** of **appropriate** sources.	You have made **thorough** use of literature, research and reading from a **variety** of **largely appropriate** sources.	You have made **reasonable** use of literature, research and reading from a **narrow range** of **appropriate** sources. You **make claims that have not been fully substantiated.**	You have made **basic** use of literature, research and reading from a **narrow range** of **appropriate** sources. You **make claims that have not been substantiated.**	You have made **insufficient use** of literature, research and reading. You **make claims that have not been substantiated.**	You have made **very limited** use of literature, research and reading. You **make claims that have not been substantiated.**
Presentation and structure	The presentation allows your reader to **follow and understand** your work. The structure allows a **clear and coherent flow** throughout your work.			The presentation allows your reader to **follow and understand** your work.		Your work is not always clear, complete or relevant.	Your work is **unclear, incomplete and/or irrelevant**.

10: Learning and Teaching Strategy:
(Including referencing to current University Learning, Teaching and Assessment Strategy)

The learning and teaching strategy for BA Hons (top-up) 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 build on and 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.

Employment Skills

Prior to starting the course, all applicants are interviewed during which time they are made fully aware of the expectations and requirements when studying at level 6. Placement (either paid or voluntary within an appropriate setting) is a mandatory requirement of this course (minimum of 400 hours during the course).
Students are informed that they are able to seek support from the placement officers to find a voluntary placement if needed.
Those students already in employment within the SEND sector will need to evidence this by means of giving employers addresses and contact names so that the college placement officer is able to record this against the required set hours.

Study Skills

 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, develop communication skills and time management skills as well developing the skills to research, collect data and analyse findings .These mandatory sessions will also help to develop the relevant skills needed to support their research and assessment at level 6. Furthermore throughout the course students are able to access their personal tutor to support the development of their academic and time management skills.

Throughout the year students are challenged to access and be critical of peer reviewed academic journals, current policy and practice as well as challenging perceptions of SEND. Throughout the year we provide students with supportive and constructive feedback to encourage their development, which is also embedded into the study skills sessions where needed.

For the duration of the course students are expected to meet deadlines for their dissertation. They are required to submit a research proposal which must be approved. Once approved students will then submit their ethical approval form which goes before the ethical approval panel who meet on set dates throughout the year. The purpose behind this is to remind students that their dissertation is ongoing and that they have deadlines to meet and ensures that they do not leave it until the end of the year to complete, but also encourages students to consider their time management and abilities of meeting deadlines.

All students are allocated a dissertation supervisor to support them with their dissertation, who will provide suggestions on how to develop their dissertation and also develop the students' confidence throughout their time together.

At **level 6** the expectation is that students are more independent in their approach to study and the management of their own learning. It offers students the opportunity to apply a range of research skills acquired at level 5 and encourages the development of critical analysis skills enabling them to explore and research an area of personal interest for their dissertation. 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 dissertation. 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.

11. 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 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 and 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, we can ensure that students develop knowledge of interventions and strategies highlighting areas of good practice and encourage them to be involved in key debates relating to SEND.

From our current experience of FD SENDIP students, it is anticipated that a high proportion of students who commence the course having been supported to find relevant voluntary placements, will develop the relevant skills and acquire the knowledge needed, to allow

them to successfully apply for any suitable vacancies within their setting or other advertised vacancies.

12. 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 available to lend help to students who may need someone to talk to in an impartial, confidential and non-judgmental 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 or none 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. College has a faculty office where the staff is able to help students with any enquiries they may have regarding their course, events, assignments and deadlines. The college has a learning Zone which is there for students to access if they require any academic support. Furthermore the college has learning support which is there to support all those who require our services and cater for as many needs as 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 difficulties (e.g. Dyslexia).

13. 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 specialism's

14. Special Features:

BA Hons (top-up) 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 the challenging field of SEN, Disability and Inclusion.

15. Resources:

Solihull College & University Centre

Solihull College is 10 minute walk from the railway/ bus station and town centre and is located on a very busy bus route which includes routes to North Solihull and the airport and to Birmingham city centre.

The building, classrooms and other specialised facilities are modern and extensive and more work is in progress following a recent 5 year rebuild programme (£55 million)

Facilities include:

1. Student accommodation
2. Sports centre and Gym (reduced membership for staff and students)
3. Hair and beauty Salons (reduced charges for students)
4. Excellent refectory facilities including Costa Coffee
5. Subject specific teaching areas i.e. Health & Care: Media: Computing; Sport
6. Newly resourced Science rooms and computer suites
7. Dedicated, well equipped HE Centre (C block 4th floor)

Student Services includes

1. Advice and admissions
2. Named HE Admissions officer
3. Student welfare service
4. Counselling service
5. Nurse on site
6. Learning zone for academic support
7. Faculty support offices
8. Student Liaison
9. Careers advisors

Programme support

1. **Personal Tutors** are the student's main point of contact within the college. They monitor attendance and punctuality and are timetabled to have regular meetings with students both on an individual basis and as a group.

2. **HE Programme leaders** are responsible for organising and attending exam boards, both internal and external and liaising with the relevant universities and External Moderators.

3. **Programme and module handbooks.**

All HE students will have access to both programme and module handbook either as printed copies or via VLE which include assessment criteria, deadlines and suggested reading lists.

4. **Virtual learning environment** (**VLE**)

Moodle is the chosen virtual learning environment and can be accessed via the Student Hub or directly via the following web address http://moodle.solihull.ac.uk Moodle allows students to access course materials from home or work. Features included within Moodle are assignment upload links, turnitin, discussion forum areas; access to a wide range of research materials as well as student's own e-portfolio. The e library can also be accessed via Moodle.

5. **Work placement support officers**

Where employment or related work experience are compulsory criteria for a course, students will be sign posted to a suitably qualified and vocationally experienced work placement support officer, who will liaise with employers and if appropriate will assess students in the workplace. If there is a specific requirement such as DBS in order to be accepted on the course, they will support students through the process.

6. **Additional support tutors**

All students who indicate on their application forms or at interview that they have support needs, will be assessed and their needs once identified will be agreed by the students and a member of the support team in conjunction with the relevant personal tutor.

7. **Open Access Centre**

Every student has access to top of the range IT resources and facilities within the open access centre situated on the 3rd Floor (C3 Blossomfield Campus). Staff will support students to use e- resources for information and research and help them use technology to present their work in a professional way. Resources include: 74 bookable PCs & 40 timetabled PCs Printing & Copying facilities (open Monday to Saturday)

8. **ICT**

The college has an extensive range of computing facilities for students to use including dedicated HE IT facilities (C block 4th floor) and comprehensive Wi Fi throughout college. The majority of the stock is Microsoft Windows based PCs currently run on Windows 7 but there are also considerable and increasing numbers of Mac computers across the college including the HE suite. (C block)

9. **Resources Centre and Audio Visual Technician Service**

The Resources Centre situated in B101A (Blossomfield) is the base for equipment loans and audio technician support.
Loan /Booking service including:
Laptops and net books,
Digital still and video cameras
Televisions DVD and video players
Dictaphones and other learning support aids

10. **Library**

The college has an excellent well stocked library occupying modern, purpose built space. The library has access to Education Research Complete, giving student's access to journals electronically both on and off site. The library has extensive resources to support the BA SENDIP and has a budget to provide any additional resources required for the course. (See Library Resources in **Appendix 5**)

Opening hours:
Monday –Thursday 8-30am -8-30pm

Friday 8-30am-4-30pm
Saturday 9-30am-1pm
During the holidays the library is open 9-4

HE Students can borrow a maximum of 12 books for 3 weeks and they can be renewed twice more at the desk, by phone or via the online catalogue at http://heritage.solihull.ac.uk provided they have not been requested by another user.

b. **Subject Librarians**

Each curriculum area within college has a specialised Subject Librarian, whose role it is to support students and help them develop the research skills required on HE level academic courses. They also liaise with library staff at our HE partner institutions, enabling students to access and use the electronic resources available from the universities.
Subject specific guides to both print and electronic resources are available on Moodle and in the library. Subject librarians offer 1:1 support to students as well as delivering to groups

11. **Staff development**

All staff teaching on HE courses are suitably experienced and well qualified. Staff are encouraged and supported to attend external and internal courses and conferences to support and enhance their teaching. The college supports HE staff wishing to study at Masters and Doctorate level. The majority of the HE teaching staff are part of the college Research group and an annual conference is held visiting speakers and HE students & staff are invited to present or lead workshops.