

Special Educational Needs Co-ordination

Final award	Postgraduate Certificate in Special Educational Needs Co-ordination
Intermediate awards available	n/a
Mode of delivery	UEL on campus / in collaboration with Barking and Dagenham Local Authority / in local schools and LA centres
Details of professional body accreditation	n/a
Relevant QAA Benchmark statements	n/a
Date specification last updated	November 2014

Alternative locations for studying this programme

Location	Which elements?	Taught by UEL staff	Taught by local staff	Method of Delivery
Barking and Dagenham Local Authority	Whole Programme	No	Yes	Part time
Local Authority Centres and schools	Whole programme	Yes	No	Part time

The summary - Programme advertising leaflet

Programme content

The Post Graduate Certificate in Special Educational Needs Co-ordination is designed to critically engage with current thinking and ideas about inclusive and specialist education, with a focus on learning outcomes required for qualification as a Special Educational Needs Co-ordinator (SENCo). The programme covers inclusion and leadership within Special Educational Needs and Disabilities (SEND). The programme draws upon current legislation and national/international research evidence to inform practice. The programme is relevant to both mainstream and specialist settings.

Postgraduate Certificate in Special Educational Needs at UEL

- A programme which reflects the learning outcomes of the National SENCo Award (National College for Teaching and Leadership, 2014)
- A programme which will lead to achieving the National SENCo Award on completion of a work-based practice portfolio
- A programme which supports the SEND Code of Practice (Department for Education / Department of Health, 2014) by enabling professionals to develop expertise in the area of inclusion and leadership.
- A credit based programme which could lead towards a MA in Special Educational Needs.

- A part time programme, which allows professionals the freedom to continue in employment whilst pursuing their studies.

Entry requirements

Applicants will normally have an undergraduate honours degree, minimum 2:2 classification.

Applicants need to have QTS, and need to be a SENCOs or an aspiring SENCO.

Applicants need to evidence that they have access to a context that allows them to be able to complete the practical aspects required for completion of the National SENCO Award (for example, a reference/letter from a headteacher).

In the case of applicants whose first language is not English, then IELTS 6.5 (or equivalent) is required. International qualifications will be checked for appropriate matriculation to UK Higher Education postgraduate programmes.

Students may be admitted through normal Accreditation of Experiential Learning (AEL) or Accreditation of Certificated Learning (ACL) processes, or through an approved articulation agreement. Such applicants must be able to demonstrate and evidence that they have met the required learning outcomes as listed in the modules for which they are seeking exemption.

At UEL we are committed to working together to build a learning community founded on equality of opportunity - a learning community which celebrates the rich diversity of our student and staff populations. Discriminatory behaviour has no place in our community and will not be tolerated. Within a spirit of respecting difference, our equality and diversity policies promise fair treatment and equality of opportunity for all. In pursuing this aim, we want people applying for a place at UEL to feel valued and know that the process and experience will be transparent and fair and no one will be refused access on the grounds of any protected characteristic stated in the Equality Act 2010.

Programme structure

The programme can only be studied part time. The programme will typically take two terms to complete. Students are able to take break between modules, but both modules must be completed within 3 years.

Students wishing to complete the National SENCO award will have a further year after being awarded their PG Cert to complete their Work-based Practice Portfolio.

Learning environment

Participants will have the opportunity to engage in face-to-face seminars, workshops and lectures, as well as collaborative activities and discussions in a virtual learning environment.

Assessment

Each module has a final assessment portfolio of 5000 words or equivalent.

Students wishing to be awarded the National SENCo Award will also need to complete a Work-Based Practice Portfolio. This will require them to provide evidence of how they have met the outcomes for the award, and needs to be completed within one year of the student being awarded their PGCert.

Students with disabilities and/or particular learning needs should discuss assessments with the Programme Leader to ensure they are able to fully engage with all assessment within the programme.

Relevance to work/profession

The programme supports development and demonstrates achievement in relation to SENCo professional standards, and performance indicators relating to career progression. The PG Cert covers the main learning outcomes required by the DfE for SENCo qualification (NCTL, 2014). Students can also complete a Work-Based Practice Portfolio to show they have met all the learning outcomes required for the National SENCo Award and gain this award.

Added value

The integration of theory and practice provides opportunities for participants to personalise their learning and address areas of interest and challenge in the context of their work. The pedagogy of the programme includes a focus upon collaborative learning which supports participants to address current issues and problems through the strength of collective knowledge, experience and expertise.

Your future career

The programme will provide participants with the capacity to meet legislative requirements for pupils with SEND and to meet specific and general needs of learners. The programme supports the development of the SENCo. Students wishing to complete the National SENCo Award will also need to fulfil the learning outcomes covered by the Work-Based Practice Portfolio, which covers all learning outcomes required by the DfE for SENCo qualification (NCTL, 2014).

How we support you

Academic support is provided by module tutors whilst the participants are undertaking each module. The Programme Leader can also offer academic guidance about the programme and progression. Additionally all students will be allocated a personal tutor. The staff team are experienced at working with students who are also working full-time, and support will be given throughout the programme to ensure candidates have the best chance of successful study.

Programme aims and learning outcomes

What is this programme designed to achieve?

This programme is designed to give you the opportunity to:

- Engage with theories of inclusion and personalised learning

- Develop approaches to inclusive planning, teaching and assessment that ensures accessibility, challenge and achievability for all pupils
- Develop detailed knowledge and understanding of theories and perspectives on leadership in SEND
- Develop critical awareness of the issues of developing and leading SEND provision
- Develop understanding of how to plan for and support whole school development in the area of SEND

What will you learn?

Knowledge

- An understanding of the implications of the statutory and regulatory context for SEN and disability equality and the implications for practice
- An understanding of how SEN and disabilities affects pupils' participation and learning
- A systematic understanding of knowledge and a critical awareness of issues relating to inclusion
- Critical understanding of the role of the SENCo

Thinking skills

- Critical evaluation of research in the area of inclusion
- Critical evaluation of evidence about learning, teaching and assessment in relation to pupils with SEN to inform practice
- Critical understanding of inter-agency working in the field of SEND

Subject-Based Practical skills / Skills for Life and Work

- Critical understanding of strategies for improving outcomes for pupils with SEN and / or disabilities
- Develop, implement, monitor and evaluate systems to identify, assess, plan for and monitor pupils with SEN and / or disabilities
- An understanding of how to work with, lead and develop senior colleagues and governors
- Use research to inform the development of practice

The programme structure

Introduction

All programmes are credit-rated to help you to understand the amount and level of study that is needed.

One credit is equal to 10 hours of directed study time (this includes everything you do e.g. lecture, seminar and private study).

Credits are assigned to one of 5 levels:

3 equivalent in standard to GCE 'A' level and is intended to prepare students for year one of an undergraduate degree programme

4 equivalent in standard to the first year of a full-time undergraduate degree programme

5 equivalent in standard to the second year of a full-time undergraduate degree programme

6 equivalent in standard to the third year of a full-time undergraduate degree programme

7 equivalent in standard to a Masters degree

Credit rating

The overall credit-rating of this programme is 60 credits at level 7.

Typical duration

The duration of this programme is typically two terms part-time. Students are able to take a break between modules as long as both modules are completed within three years. Once participants have been awarded their postgraduate certificate they will have one year to complete their work-based practice portfolio in order to achieve the National SENCo Award.

How the teaching year is divided

The teaching year is divided into three terms of roughly equal length.

A student registered in a part time attendance mode will study one 30 credit module per term.

	UEL Module Code	Available by distance learning (Y/N)	Module Title	Credit	Status
7	ET7748	N	Inclusive Education and SEND	30	Core
7	ET7745	N	Leadership and SEND	30	Core

Requirements for gaining an award

In order to gain a Postgraduate Certificate, you will need to obtain 60 credits at Level 7.

In order to gain the National SENCo Award, the Work-Based Practice Portfolio needs to be completed within one year of being awarded your Postgraduate Certificate.

Masters Award Classification

Where a student is eligible for an Masters award then the award classification is determined by calculating the arithmetic mean of all marks and applying the mark obtained as a percentage, with all decimals points rounded up to the nearest whole number, to the following classification

70% - 100%	Distinction
60% - 69%	Merit
50% - 59%	Pass
0% - 49%	Not passed

Teaching, learning and assessment

Teaching and learning

Teaching and learning strategies may include:

- Practical workshops – enabling experimentation, micro-teaching (where appropriate) and the analysis and discussion of issues, documents and materials;
- Lectures – providing the opportunity for the presentation of an extended and coherent line of argument;
- Seminars – to generate group and individual creativity, discussion and reflection;
- Work based activities – to allow participants to undertake enquiry and / or development work;
- Guided reading and independent study – to enable participants to engage with relevant and appropriate debate;
- Supported self-study using relevant materials – to promote individual enquiry and development;
- Individual tutorials – to enable a more extended, in-depth analysis and support of self-study;
- E-learning opportunities – involving the use of interactive packages and virtual learning environments.

Assessment

Due to the practical nature of the programme there are no examinations. The Postgraduate Certificate in Special Educational Needs Co-ordination is assessed by coursework. Each module assessment will be a single submissions portfolio of 5000 words or equivalent. Assessment tasks will engage participants in:

- critical engagement with research and current thinking in SEND;
- critical engagement in professional work-based tasks;
- critical reflection;
- research and action planning.

Students wishing to receive the National SENCo Award will also be required to complete the Work-Based Practice Portfolio. This will show evidence of how they have met the learning outcomes required for the award, and needs to be completed within one year of being awarded the Postgraduate Certificate.

How we assure the quality of this programme

Before this programme started

Before this programme started, the following was checked:

- there would be enough qualified staff to teach the programme;
- adequate resources would be in place;
- the overall aims and objectives were appropriate;
- the content of the programme met national benchmark requirements;
- the programme met any professional/statutory body requirements;
- the proposal met other internal quality criteria covering a range of issues such as admissions policy, teaching, learning and assessment strategy and student support mechanisms.

This is done through a process of programme approval which involves consulting academic experts including some subject specialists from other institutions.

How we monitor the quality of this programme

The quality of this programme is monitored each year through evaluating:

- external examiner reports (considering quality and standards);
- statistical information (considering issues such as the pass rate);
- student feedback.

Drawing on this and other information, programme teams undertake the annual Review and Enhancement Process which is co-ordinated at School level and includes student participation. The process is monitored by the Quality and Standards Committee.

Once every six years an in-depth review of the whole field is undertaken by a panel that includes at least two external subject specialists. The panel considers documents, looks at student work, speaks to current and former students and speaks to staff before drawing its conclusions. The result is a report highlighting good practice and identifying areas where action is needed.

The role of the programme committee

This programme has a programme committee comprising all relevant teaching staff, student representatives and others who make a contribution towards the effective operation of the programme (e.g. library/technician staff). The committee has responsibilities for the quality of the programme. It provides input into the operation of the Review and Enhancement Process and proposes changes to improve quality. The programme committee plays a critical role in the quality assurance procedures.

The role of external examiners

The standard of this programme is monitored by at least one external examiner. External examiners have two primary responsibilities:

- To ensure the standard of the programme;
- To ensure that justice is done to individual students.

External examiners fulfil these responsibilities in a variety of ways including:

- Approving exam papers/assignments;
- Attending assessment boards;
- Reviewing samples of student work and moderating marks;
- Ensuring that regulations are followed;
- Providing feedback through an annual report that enables us to make improvements for the future.

The external examiner reports for this programme are located on the UEL virtual learning environment (Moodle) on the school notice board under the section entitled 'External Examiner Reports & Responses'. You can also view a list of the external examiners for the UEL School by clicking on the link below.

<http://www.uel.ac.uk/qa/CurrentExternalExaminers.htm>

Listening to the views of students

The following methods for gaining student feedback may be used on this programme:

- Module evaluations;
- Student representation on programme committees (meeting 2 times a year);

Students are notified of the action taken through:

- Providing details on Moodle

Listening to the views of others

The following methods are used for gaining the views of other interested parties:

- Questionnaires to former students;
- Annual student satisfaction questionnaire;
- Regular meetings with employers;
- Employer and / or student representation at partnership committee meetings.

Further information

Where you can find further information

Further information about this programme is available from:

- The UEL web site (<http://www.uel.ac.uk>);
- The student handbook (Moodle);
- Module study guides (Moodle);
- UEL Manual of General Regulations <http://www.uel.ac.uk/qa/>;
- UEL Quality Manual <http://www.uel.ac.uk/qa/>;

- Regulations for the Academic Framework <http://www.uel.ac.uk/academicframework/>;
- Cass School of Education and Communities web pages <http://www.uel.ac.uk/cass/>
- SENCo learning outcomes <https://www.gov.uk/government/publications/national-award-for-sen-co-ordination-learning-outcomes>
- Special Educational Needs and Disability Code of Practice
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>