Course Information Form (CIF)

The CIF provides core information to students, staff teams and others on a particular course of study.

Section 1 - General Course Information	
Course Title	Postgraduate Certificate in Education (National Award for Special Educational Needs Co-ordination)
Qualification	PG Cert
Intermediate Qualification(s)	University Advanced Professional Certificate in Education Studies
Awarding Institution	University of Bedfordshire
Location of Delivery	AB
Mode(s) of Study and Duration	1-2 years PT
Core Teaching Pattern	S1 and S2; or S2 and S1 (falls outside of core patterns)
FHEQ Level	7
Professional, Statutory or Regulatory Body (PSRB) accreditation or endorsement	Learning outcomes for National Award for Special Educational Needs Co-ordination (NASENCo) were established by the National College for Teaching and Learning. However, although the NASENCo qualification is a statutory requirement for all new special educational needs co-ordinators there is no longer a regulatory body.
PSRB Renewal Date	N/A
University of Bedfordshire Employability accreditation	
Route Code (SITS)	PCSENABP
Subject Community	Education
UCAS Course Code	

Section 2 - Published Information

Material in this section will be used on the course web site to promote the course to potential students. The text should be written with this potential audience in mind.

Course Structure

The Units which make up the course are:

Unit Code	Level	Credits	Unit Name	Core or option
EDC004-6	FHEQ 7	30	Introduction to special educational needs co-ordination in schools	Core
EDC047-6	FHEQ 7	30	Further development of special educational needs co-ordination in schools	Core

Why study this course

The National Award for Special Educational Needs Co-ordination (NASENCo) is a legally required qualification for all new SENCos. This course will support you to achieve the learning outcomes of this award as specified by the National College for Teaching and Learning (2014): professional knowledge and understanding, and leadership and co-ordination of SEN provision.

Course Summary – Educational Aims

The aim of the course is to develop SENCos' professional attributes and improve their knowledge and understanding of current legislation, theory and practice in the area of provision for special educational needs and disabilities in schools and colleges and their skills in analysing individual and institutional needs and developing interventions to meet these needs. The ultimate purpose is to support these SENCos to fulfil the leadership role in their own institution, as set out in the Special Educational Needs Code of Practice for 0 to 25 years (DfE, 2014), and support the increased participation and achievement of students with SEN and/or disabilities in schools and colleges. The key features of this leadership role are:

- Overseeing the day-to-day operation of the school's SEN policy;

- Coordinating provision for children with SEN;

- Liaising with the relevant designated teacher where a looked after pupil has SEN;

- Advising on a graduated approach to providing SEN Support;

- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;

- Liaising with parents of children with SEN;

- Liaising with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies;

- Being a key point of contact with external agencies, especially the LA and LA support services;

- Liaising with potential next providers of education to ensure a young person and their parents are informed about options and a smooth transition is planned;

- Working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements;

- Ensuring that the school or maintained nursery keeps the records of all children with SEN up to date.

Entry requirements

Standard:

Standard entry requirements for UK students – **http://www.beds.ac.uk/howtoapply/ukugentryreqs**

Students from the European Union - **http://www.beds.ac.uk/howtoapply/eu/guides**

International students - **http://www.beds.ac.uk/howtoapply/international/apply**

Additionally

In addition course participants will need to:

- have qualified teacher status (QTS);

- be practising teachers working in the area of special educational needs provision in schools;

- study EDC004-6 in advance of EDC047-6.

PSRB details

NCTL learning outcomes:

On successful completion of Unit 1, students will be well informed about, and be able to demonstrate critical awareness and understanding of:

    i)   Statutory and regulatory frameworks for SEN and disability equality and the implications for practice in their school or work setting, specifically:

- Guidance within the *Special Educational Needs Code of Practice for 0 to 25 years* (DfE, 2014) and how it is interpreted locally;

- Mediation and the SEND Tribunal;

- The Local Offer;

- OfSTED Frameworks relevant to their school or work setting;

- New funding models, including the right to personal budgets;

- The policy and legislative context for health and social care, including safeguarding and the health and well-being agenda;

- Relevant guidance on data protection and confidentiality, health and safety, including governor accountabilities.

    ii)   How SEN and disabilities affect pupils' participation and learning, specifically:

- The breadth and complexity of the causes of under achievement;

- How children's development is affected by SEN and/or disabilities, including mental health needs, and the quality of teaching they receive;

- High incidence SEN and their implications for teaching and learning and inclusive practice;

- Planning provision for children and young people with more severe and complex SEN.

    iii)   Ways to evaluate evidence about learning, teaching and assessment in relation to pupils with SEN to inform practice and enable senior leaders and teachers to:

- Select, use and adapt approaches, strategies and resources for assessment to personalise provision for children and young people with SEN and/or disabilities;

- Draw upon relevant research and inspection evidence about teaching and learning in relation to pupils with SEN and/or disabilities to improve practice;

    iv)   Information about, and evaluation of, strategies for improving outcomes for pupils with SEN and/or disabilities, specifically:

- Theories of learning as the basis upon which to design effective interventions;

- Removing barriers to participation and learning for children and young people withSEN and/or disabilities;

- Addressing discrimination, stereotyping and bullying related to SEN and disability;

- The potential of new technologies to support communication, teaching and learning for children and young people with SEN and/or disabilities;

- Relevant theory, research and inspection evidence about effective practice in including pupils with SEN

and/or disabilities.

     v)   Analytical approaches to consulting, engaging and communicating with colleagues, parents and carers and pupils to enhance pupils' learning and achievement, specifically toensure that:

- There are high expectations for all children and young people with SEN and/or disabilities;

- Person-centred approaches build upon and extend the experiences, interests, skills and knowledge of children and young people with SEN and/or disabilities;

- The voice of children and young people with SEN and/or disabilities is heard and influences the decisions that are made about their learning and well-being;

- Family leadership is encouraged and parents and carers are equal partners in securing their child's achievement, progress and well-being.

On successful completion of Unit 2, students will be able to:

     vi)   Work strategically with senior colleagues and governors to:

- Advise on and influence the strategic development of a person-centred and inclusive ethos, policies, priorities and practices;

- Promote a whole school culture of high expectations and best practice in teaching and learning to improve outcomes for children and young people with SEN and/or disabilities;

- Ensure that the school's SEN policy is embedded within the school's performance management, self-evaluation and improvement planning;

- Establish systems to collect, analyse and interpret data, including Raise On-line, to inform policy and practice, raise expectations and set challenging targets for children and young people with SEN and/or disabilities;

- Commission, secure and deploy appropriate resources to reinforce the teaching of children and young people with SEN and/or disabilities, and evaluate and report upon their impact on progress, outcomes and cost- effectiveness.

     vii)   Develop, implement, monitor and evaluate systems to:

- Identify pupils who may have SEN and/or disabilities;

- Inform all staff about the learning needs, emotional, social and mental health needs and achievement of children and young people with SEN and/or disabilities;

- Set challenging targets for children and young people with SEN and/or disabilities;

- Plan and intervene to meet the needs of children and young people with

- SEN and/or disabilities;

- Record and review the progress of children and young people with SENand/or disabilities;

- Make effective use of data to evaluate and report upon the effectiveness of provision and its impact on progress and outcomes for pupils with SEN and/or disabilities;

- Ensure appropriate arrangements are put in place for children and young people sitting national tests and examinations or undertaking other forms of accreditation.

     viii)   Lead, develop and, where necessary, challenge senior leaders, colleagues and governors to:

- Understand and meet their statutory responsibilities towards children and young people with SEN and/or disabilities;

- Promote improvement in teaching and learning to identify, assess and meet the needs of children and young people with SEN and/or disabilities, within a person-centred approach;

- Model effective practice, coach and mentor colleagues;

- Lead the professional development of staff so that all staff improve their practice and take responsibility for removing barriers to participation and learning;

- Deploy and manage staff effectively to ensure the most efficient use of resources to improve progress of children and young people with SEN and/or disabilities.

  ix)   Draw on external sources of support and expertise to:

- Engage with the Local Offer to develop effective working partnerships with professionals in other services and agencies, including voluntary organisations, to support a coherent, coordinated and effective approach to supporting children and young people with SEN and/or disabilities;

- Promote, facilitate and support effective multi-agency working for all children and young people with SEN, through, e.g. person-centred planning, 'team around a child or family', the Common Assessment Framework and the Education, Health and Care Plan;

- Interpret specialist information from other professionals and agencies and demonstrate how it has been used to improve teaching and learning and outcomes for children and young people with SEN and/or disabilities;

- Ensure continuity of support and progression at key transition points for children and young people with SEN and/or disabilities.

  x)   Undertake small-scale practitioner enquiry to identify, develop and rigorously evaluate effective practice in teaching pupils with SEN and/or disabilities.

  xi)   Be aware of, and be able to put into practice and critically evaluate:

  - Principles and practice of leadership in different contexts:

- The characteristics of highly effective leadership;

- Leadership and management processes and tools that support change in schools;

- The role of leadership and professional challenge in supporting and promoting a culture of continuous professional development linked to improvement;

- Personal leadership, including strengths and areas for development;

- Professional qualities of effective team leadership.

- Students who are awarded the University Advanced Professional Certificate in Education Studies will achieve the PSRB learning outcomes for Unit 1 only.

Graduate Impact Statements

The course has been designed to develop graduates who are able to:

- evaluate and improve policy and practice in their own professional contexts by applying their in-depth knowledge and understanding in the area of special educational needs and disability.
- Use their initiative and take responsibility for solving problems and making decisions in situations that can be very challenging, communicating effectively with colleagues, young people and their families in a variety of modes;
- Work flexibly and creatively, promoting a critically reflective approach to their own and colleagues' work.

Higher Education Achievement Report - Additional Information

-

Learning and Teaching

The Postgraduate Certificate in Education (National Award for Special Educational Needs Co-ordination) entails 600 hours of study. In order to facilitate personalised learning, a blended learning approach is used. Part of this study is work-based, online and self-directed study. This requires that students are familiar with the use of BREO. Each unit will be 'taught' through a combination of taught sessions around key topics, each session supported by guided reading.

Course delivery is planned to provide a balance of tutor input and student centred learning appropriate to this level of study. The taught sessions will use a variety of learning approaches, including seminar sessions, small group work, practical and theoretical exercises, student presentations and formal lectures. Key tutor led strategies include lectures, seminars, tutorials, workshops and research supervision. Strategies to encourage autonomous learning include preparation and research for on-line seminars, oral presentations

(group and individual), and written assessments. Face-to-face sessions make full use of students' own peer group and promote reciprocal learning as much as possible. Course participants are encouraged to draw on their own educational experiences and contexts and where relevant to present for discussion material they have prepared. Guest speakers contribute material related to practise that exemplify theoretical issues and concepts.

The course requires students to draw upon complex material and engage with texts appropriate to the challenge of Masters level work (for example, primary research monographs, journal articles, government documents) and meets the QAA descriptors of the attributes of a graduate at Masters level. Both units utilise BREO, as appropriate, as part of the teaching strategies to enhance student learning.

Autonomous learning

Autonomous learning is a key component of this course. Students are encouraged to take the initiative and responsibility in managing their learning, identifying problems and resolving them. This is facilitated through on-line seminar papers and discussions, directed reading, and through assessed work. Both units are supported by the personal tutor.

On-line learning and BREO

Up to date materials related to current legislation and guidance documents related to policy, provision and inclusive practices in the area of special educational needs and disabilities in schools and colleges from the Department for Education (DfE) and from other government and reputable sources are continually added to the unit web sites to ensure currency and relevance of resources to support students' practical work in schools and small-scale research projects.

In addition, the Education Masters 'Organisation' on BREO is used extensively on the MA Education course. Students new to the university are offered an induction to BREO. The Education Masters 'Organisation' allows students to access resources from all of the Education Masters awards and therefore is an extensive resource to support learners.

Developing your employability

- The course is specifically designed to enable students to meet the learning outcomes for the qualification (NASENCo) that is legally required for all new SENCos in schools. It enables them to fulfil the leadership role of SENCo in a school with greater confidence, competence and from a much better-informed position.

- The course also frequently enables its graduates to feel they are in a good position to apply for positions of greater responsibility in schools/colleges.

Department (s)

- Education Studies

Assessment

Each unit in this course has its own assessment. Wherever possible, the specific focus of assignments is negotiated individually between the unit tutor and the student, within the parameters of the unit, in order to ensure that the assignment meets the personal and professional needs of the student. The course provides students with a carefully planned and coherent sequence of learning opportunities that facilitate their development via diagnostic, formative and summative assessments.

There are six assessments across the two units. The first assessment in Unit 1 requires application of personal understanding of current legislation and associated Regulations to the individual context with a critical and analytical reflection on the extent to which current school or college practice is both inclusive and compliant with the law. Assessments then move to a focus on critical application of assessment theory and research to the assessment of individual learning and behaviour needs, the design, development, and implementation of an individual plan linked carefully to needs, and critical analysis of the effectiveness of this, together with reflection on the implications for future planning. The assessments in Unit 2 follow a similar pattern but at institutional level: analysis and reflection on current school/college policy in areas related to special educational needs and inclusive practices and the negotiation of any improvements required; analysis of weaknesses in areas of special educational needs and disabilities provision, the design, development, implementation, critical evaluation, and reporting on a small-scale practitioner research project focused on addressing the weakness in one priority area.

At this level the expectations, in terms of the quality of work produced, is high and students will need to take active control of their learning. At Masters level the expectation is that students are autonomous and confident learners, will undertake assessments that are challenging and require mature argument and sustained research, and fluent and cogent presentation. Students are encouraged in their assessments to draw upon an extensive range of literature to demonstrate a deep theoretical understanding and communicate effectively in written and oral form.

Assessments at Masters level reflect the greater challenges in terms of skills and intellectual understanding specified in unit learning outcomes, and in particular, the emphasis placed at this level upon the capacity to engage in reflective practice, synthesis, comparison, contrast and to critically evaluate theoretical and methodological concepts. The assessments are designed to test understanding of theoretical concepts through their application to a given context.

The assessments test the ability to construct a reasoned, sustained and coherent argument, and to articulate it fluently. Students are required to demonstrate an appropriate level of research, of independent argument, and to reference in an appropriate way. They will also provide evidence of knowledge and understanding, allow students the opportunity to express their individual responses to a topic or issue, and to demonstrate research into a given topic.

Through the assessments designed for units, students will practise and reinforce skills in information technology and information retrieval (e.g. word processing, internet and electronic journal searching), quantitative and qualitative data handling, skills using IT, together with Key Skills and skills associated with conventional academic tasks.

Unit assessment is based on specified learning outcomes and assessment criteria. The assessment must be passed for students to complete the unit. The unit templates state clearly the aims, objectives and learning outcomes of the unit, and delineate the criteria of assessment for each outcome. The unit assessment feedback forms refer back to the criteria for M-level study as well as the learning outcomes for the TDA (now National College for Teaching and Leadership) National Award, and offer detailed comment to the student on the assessment piece.

Both units must be passed (credited) at the appropriate level to achieve the qualification. In summary:

- Units are assessed by the production of evidence to meet the unit outcomes specified for the Level of award for which the student is enrolled, and meeting the appropriate Level Criteria as specified in the Handbook.

- All outcomes must be met for a unit to be credited.

- Students must submit for a unit within one year of starting it. There is a formal requirement to request deferral to the Course Board (Assessment) after the conclusion of teaching for the unit. Any deferral is subject to UoB regulations.

After Graduation

Typically graduate of this course either continue working in their own institutions or else are promoted to positions of greater responsibility.

Student Support during the course

During the course you are supported by unit tutors. Your unit tutor for each unit will be your personal tutor for the duration of that unit. The Course Co-ordinator for the Postgraduate Certificate also provides you with course updates and support.

You receive different support at different stages of the course. Regular tutorial sessions held throughout the period of study will support your academic, personal and professional development. You communicate with the community of learners and tutors through email and the course Virtual Learning Environment (VLE), BREO. It is expected that you check both of these regularly.

On the course considerable emphasis is placed on our academic advisory and tutorial support systems, which we encourage you to use. You will have a named personal tutor for each unit (your unit tutor) who will offer unit specific support. If you have any doubts about your ability to cope academically or personally with your studies we encourage you to discuss this with your personal tutor.

UoB Facilities and Resources

You have access to a range of support services during your course. Information regarding these services is given during an Induction Day at the start of the course, at the Bedford Campus. Induction Days wtake place in October and January and provide a full induction to the course. The day covers:

- registration events;

- study skills at Masters Level;

- library induction;

- BREO induction, including advice on how BREO will be used to support blended learning

- academic referencing;

You are also supported through:

- specific and detailed formative feedback on an assessment by assessment basis to enable you to develop the quality of your work;

- the course VLE, BREO, which supports academic discussion with peers and tutors outside of the classroom. Academic support is also available via BREO in the form of online tutorials;

- specialist support:
  - Careers and Recruitment Services
  - Student Information Desk
  - Student Support: Health & Well Being, Student Engagement and Mitigation, Student Money Advice and Chaplaincy
  - Learning Resources: University Library and PAD (Professional & Academic Development)

Assessment Feedback from Unit Tutors

You have access to a detailed Course Handbook which clearly identifies your assessment tasks and marking criteria. Feedback from each assignment will include advice on areas of strength and development. You will be encouraged to reflect upon personal progress and feedback and, through discussion with your personal tutor identify personal targets to take your learning forward.

Course Tutorials

The unit tutorial system plays a key role in providing appropriate academic support in order to enhance learning, progression and achievement. You will have tutorial time for each unit of study. For a 30 credit unit you have one hour. You will be encouraged to discuss feedback regarding assessed pieces of work. Guidance on research methods and academic writing are integral to all units, to develop your research skills and competencies.

PAD

The Professional and Academic Development Team (PAD) offers a diverse selection of services to all students. Whether you are struggling with certain aspects of your studies, or simply wish to develop and explore certain skills further, the PAD team is there to offer you a helping hand.

Student Voice

There will be a student representative for each Postgraduate Education course and they will be invited to course meetings and provide the platform for student voice and open dialogue, thus allowing for a two-way communication channel with members of the course team.

Learning Resources

Learning Resources offers a range of services aimed at supporting you whilst at University. These include the traditional library services - borrowing, reserving and renewing books, DVDs and other library materials; as well as providing access to networked computers with a wide range of software including MS Office, internet, e-mail, and digital information products. There is also a range of on-line support materials and two designated Academic Liaison Librarians who can support you with information literacy training. These services are restricted to members of the university therefore to access any of them you need to present your current University ID card.

You may be required, at the discretion of the Course Co-ordinator, to undergo diagnostic testing for

academic English language abilities, and may further be required, at the Course Co-ordinator's discretion, to participate in academic English support workshops or classes offered by the University.

Students with disabilities

The course is wholly inclusive and welcomes students with disabilities. During the application process disabled students are invited to the university to discuss their needs with the course leader, individual members of the academic staff, as well as staff from the Disability Advice Team. The course should not present any barriers to students with disabilities that cannot be overcome using the university's policy on support for students with disabilities. All applications identifying disabilities are followed up by letter or at interview to establish the level and type of support required.

The Disability Advice Team will discuss any issues students may have and can provide such services as: sign language interpreters, note takers, dyslexia screening/tuition, support materials for students with dyslexia and/or dyscalculia, and support with mobility on campus. They offer confidential advice and information about academic and personal issues, special arrangements/adjustments for some assessments/examinations, applying for the Disabled Students' Allowances (DSA) and buying suitable equipment.

The university disability policy can be viewed at http://www.beds.ac.uk/studentlife/student-support/health/disabilities/policy

Advice on the nature of specific disabilities and the reasonable adjustments which can be made to accommodate disabled students is available from the Disability Advice Team - see http://www.beds.ac.uk/studentlife/student-support/health/disabilities

Assessment Map. These units are studied sequentially.

Unit Code		Weeks																							
	C/O	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
EDC004-6	O				CW-RW 20%					CW-CS 40%						WR-I 40%										
EDC047-6	O	WR-I 20%						CW-CS 0%																		PJ-Proj 70%

Section 3 - Academic Information

This section will be used as part of the approval and review process and **peer academics** are the target audience.

Course Learning Outcomes

In order to pass the assessment you will need to demonstrate achievement of the threshold criteria for assessment of both units:

1. Critical analysis of the implications of current legislation related to SEND for provision and inclusive practice in your own school or college;
2. Critical awareness and analysis of current issues and developments related to inclusion and special educational needs that is informed by scholarship and research.
3. Critical understanding of ways to assess and address individual SEND;
4. Clear justification of modes of assessment relevant to identifying and analysing individual SEND, with reference to relevant theory(ies);
5. Effective collaboration with other staff members and families in assessment and planning to meet individual SEND;
6. Critical evaluation of implementation of a learning and/or behaviour plan;
7. The ability clearly to structure an analytical report of the implementation and effectiveness of a learning and/or behaviour plan.
8. Critical analysis of the quality of your school or college policy documents related to inclusive provision for special education needs and disability;
9. Critical awareness and analysis of ways to negotiate the development and implementation of such policy documents.
10. Critical understanding of ways to audit the quality of special educational needs and disability provision and practice across a school or college and identify priority areas for improvement;
11. Critical awareness and understanding of methodology appropriate to small-scale practitioner enquiry;
12. The ability to design a well-conceptualised and structured small-scale practitioner research project focused on improving an area of identified weakness.
13. Critical evaluation of design and the implementation of a small-scale practitioner research;
14. The ability clearly to structure an analytical report of the implementation and effectiveness of a small-scale practitioner research project.

Students who are awarded the University Advanced Professional Certificate in Education Studies will achieve the learning outcomes for Unit 1 only, i.e. the first 7 threshold criteria above.

Academic Integrity

During the induction session to the course, in the first formal face-to-face session, and then at regular intervals during the delivery of the units in advance of each assessment, students are reminded of the correct protocols of formal referencing of texts using Harvard conventions. In addition they are provided with models of correct referencing through material uploaded on the unit web pages on BREO, and there are also reminders of the requirement to reference others' work in each unit handbook. Plagiarism is explained very clearly at both induction and in the first introductory session, and students are required to submit assessments through Turnitin to check for the degree of text that has been reproduced from other sources.

Ethical issues related to participant enquiry is also a topic introduced and discussed in advance of student enquiry work in both units, and they are given exemplars of letters requesting permissions to conduct research work in schools.

HEAR implementation

Internationalisation

This course is specific to the English context and the system of education in England. However, examples of policies and practices in special educational provision in educational institutions are introduced wherever possible.

Sustainability

Section 4 - Administrative Information	
This section will be used as part of the approval and review process and peer academics are the target audience.	
Faculty	**Education and Sport**
Portfolio	**Postgraduate Education Studies**
Department/School/Division	**Education Studies**
Course Coordinator	**Professor Janice Wearmouth**
Version Number	1/15
Approved by (cf Quality Handbook ch.2)	**University Approval**
Date of approval (dd/mm/yyyy)	**February, 2015**
Implementation start-date of this version (plus any identified end-date)	**2015-16**

Form completed by:

Name: Professor Janice Wearmouth   Date: 20th November, 2014

Authorisation on behalf of the Faculty Teaching Quality and Standards Committee (FTQSC)

Chair: …………………………………………………   Date: …..………………………………….

Course updates		
Date	**Nature of update**	**FTQSC Minute Ref:**