PROGRAMME SPECIFICATION

Section 1: Basic Data

Awarding institution/body	University of the West of England, Bristol
Teaching institution	University of the West of England, Bristol
Delivery Location(s)	Frenchay Campus
Faculty responsible for programme	Social Sciences and Humanities
Modular Scheme title	Education Modular Scheme
Professional Statutory or Regulatory Body Links (type and dates)	
Highest award title	PGCert National Award for Special Educational Needs Coordination
Default award title	NA
Interim award titles	NA
UWE progression route	
Mode(s) of delivery	Part-time
Codes **UCAS code**	**JACS code**
ISIS code X16A42	**HESA code**
Relevant QAA subject benchmark statements	TDA Core Standards for teachers:
On-going/valid until* (*delete as appropriate/insert end date)	
Valid from (insert date if appropriate)	January 2010
Original Validation Date:	December 2009
Latest Committee Approval… QSC	**Date:… 9 December 2009**
Version Code 1	

For coding purposes, a numerical sequence (1, 2, 3 etc.) should be used for successive programme specifications where 2 replaces 1, and where there are no concurrent specifications. A sequential decimal numbering (1.1; 1.2, 2.1; 2.2 etc) should be used where there are different and concurrent programme specifications

SECTION 2: EDUCATIONAL AIMS OF THE PROGRAMME

The National Award for Special Educational Needs Coordination (PGCert) aims to :

- develop SENCOs' understanding of effective leadership in teaching and learning and coordinating provision for pupils with SEN and/or disabilities in their schools
- increase the participation of pupils with SEN and/or disabilities and raise their achievement, through developing SENCOs' professional attributes and improving their knowledge, understanding and skills
- develop SENCOs' understanding of inclusive education through consideration of attitudes, environment, curriculum and resourcing
- provide SENCOs with insight into the barriers to learning experienced by children and young people with SEN and/or disabilities in educational settings
- develop SENCOs' understanding of the policy and legislative context for provision of education for learners with special educational needs
- enhance SENCOs' capability to listen to the voice of the learner
- develop SENCOs' capability to recognise their own value positions and to adopt an ethical stance in relation to their practices
- enhance the understanding the significance of issues of equity and social justice related to provision of education for disadvantaged learners
- develop and refine skills of analysis, reflection, argumentation and research
- examine work-based or other relevant experiences and to develop a critical and reflective and effective orientation to their practices
- encourage SENCOs to identify relevant theoretical, professional and/or research based sources and use these appropriately in study and/or professional practice
- refine and extend the capacity to communicate the process and outcomes of their learning to peers and other colleagues

Overarching Masters Level aims:

- to enable participants to achieve a level of performance appropriate to the award of Masters degree;
- to allow participants to select from a range of experiences and activities to meet their particular requirements in terms of content, sequence and time;
- to enhance the quality of participants' practice through the encouragement of critical enquiry, innovative thinking and imaginative reformulation;
- to ground participants' study in personal, professional and academic practice;
- to create an environment appropriate to postgraduate study;
- to underpin the Programme with innovative teaching, relevant staff research and staff development

THE LEARNING OUTCOMES FOR THOSE SUCCESSFULLY COMPLETING NATIONALLY APPROVED TRAINING FOR SENCOS

The following are 'givens' from the prescribed TDA National SENCO framework.

PROFESSIONAL CONTEXT

Statutory and regulatory frameworks and relevant developments at national and local level

Training should enable SENCOs to know and understand:

- laws and associated guidance on SEN, including the policies and procedures set out in the SEN Code of Practice; their implications for the school, the SENCO and others; and how to put them into practice
- laws and associated guidance on disability equality, the actions they require in respect of pupils with disabilities; and how they might best be carried out.
- local interpretations of national guidance
- relevant guidance on data protection and confidentiality, health and safety
- the principles and outcomes of *Every Child Matters* and how the school can help pupils with SEN and/or disabilities to achieve those outcomes, and
- the contribution of extended services to improving outcomes for pupils with SEN and/or disabilities

High incidence SEN and disabilities and how they can affect pupils' participation and learning

Training should enable SENCOs to know and understand:

- how children's development can be affected by SEN and/or disabilities and a range of other factors including the physical and social environment in which they are taught
- causes of under achievement, including those related to SEN and/or disabilities.
- the four areas of need set out in the SEN Code of Practice and the educational implications of these, and
- the high incidence disabilities and the implications of these for teaching and learning and inclusive practice.

Using evidence about learning, teaching and assessment in relation to pupils with SEN to inform practice

Training should enable SENCOs to:

- analyse, interpret and evaluate critically, relevant research and inspection evidence about teaching and learning in relation to pupils with SEN and/or disabilities and understand how such evidence can be used to inform personal practice and others' practice, and
- identify and develop effective practice in teaching pupils with SEN and/or disabilities, e.g. through small-scale action research based on evaluating methodologies, developing critiques and, where appropriate, developing new hypotheses.
- have a critical understanding of teaching, learning and behaviour management strategies and how to select, use and adapt approaches to remove barriers to learning for pupils with SEN and/or disabilities, and
- have a critical understanding of approaches, strategies and resources for assessment (including national tests and examinations) and how to select, use and adapt them to personalise provision and remove barriers to assessment for pupils with SEN and/or disabilities

STRATEGIC DEVELOPMENT OF SEN POLICY AND PROCEDURES

Working strategically with senior colleagues and governors

Training should enable SENCOs to:

- work with senior colleagues and governors to advise on and influence the strategic development of an inclusive ethos, policies, priorities and practices
- work with senior colleagues and governors to ensure the objectives of the school's SEN policy are/can be reflected in the school improvement plan and school self-evaluation form (SEF)
- work with senior colleagues and the governing body to establish appropriate resources to support the teaching of pupils with SEN and/or disabilities, and the means of monitoring their use in terms of value for money, efficiency and effectiveness, and
- develop and provide regular information to the head teacher and governing body on the effectiveness of provision for pupils with SEN and/or disabilities to inform decision making and policy review.

Strategic financial planning, budget management and use of resources in line with best value principles

Training should enable SENCOs to know:

- the ways in which funding for pupils with SEN and/or disabilities is provided to schools, including local funding arrangements and, where appropriate, how to seek additional resources to support students with SEN and/or disabilities,
- how funding for pupils with SEN and/or disabilities is used in their school, and
- how to manage and make best use of available financial, human and physical resources, including how to use tools such as provision mapping to plan, evaluate and improve provision for pupils with SEN and/or disabilities, including identifying ineffective or missing provision

Strategies for improving outcomes for pupils with SEN and/or disabilities

Training should enable SENCOs to:

- have a sound understanding of strategies for removing barriers to participation and learning for pupils with SEN and/or disabilities,
- know strategies for addressing stereotyping and bullying related to SEN and disability
- understand the potential of new technologies to support communication, teaching and learning for pupils with SEN and/or disabilities, and
- draw critically on relevant research and inspection evidence about effective practice in including pupils with SEN and/or disabilities to inform practice in their school

COORDINATING PROVISION

Developing, using, monitoring and evaluating systems

Training should enable SENCOs to develop, monitor, evaluate and review systems for:

- identifying pupils who may have SEN and/or disabilities (using classroom observation, data, assessment and other forms of monitoring)
- informing all staff about the learning needs, behaviour and achievement of pupils with SEN and/or disabilities
- helping colleagues to have realistic expectations of behaviour for pupils with SEN and/or disabilities and set appropriately challenging targets for them
- planning approaches and interventions to meet the needs of pupils with SEN and/or disabilities, geared to removing or minimising barriers to participation and learning
- recording and reviewing the progress of pupil with SEN and /or disabilities towards learning targets
- assessing the effectiveness of provision for pupils with SEN and/or disabilities

- ensuring appropriate arrangements are put in place (in classroom practice and for the examinations/tests themselves) for pupils sitting national tests and examinations, and
- liaising with other schools to promote continuity of support and progression in learning when pupils with SEN and/or disabilities transfer

Using tools for collecting, analysing and using data

Training should enable SENCOs to:

- know how school, local authority and national data systems work, including RAISEonline, and
- analyse and interpret relevant, local, national and school data to inform policy and practices, expectations, targets for improving the learning of pupils with SEN and/or disabilities.

Deploying staff and managing resources

Training should enable SENCOs to:

- delegate tasks appropriately, deploy and manage staff effectively to ensure the most efficient use of teaching and other expertise to support pupils with SEN and/or disabilities, and
- make flexible and innovative use of the available workforce, recognising and utilising particular strengths and expertise

LEADING, DEVELOPING AND SUPPORTING COLLEAGUES

Providing professional direction to the work of others
Training should enable SENCOs to:

- lead on developing workplace policies and practices concerning pupils with SEN and/or disabilities and promoting collective responsibility for their implementation
- take a leadership role in promoting a whole school culture of best practice in teaching and learning in relation to pupils with SEN and/or disabilities
- promote improvements in teaching and learning, offering examples of good practice for other teachers and support staff in identifying, assessing and meeting the needs of pupils with SEN and/or disabilities
- encourage all members of staff to recognise and fulfill their statutory responsibilities towards pupils with SEN and/or disabilities, and
- help staff to achieve constructive working relationships with pupils with SEN and their parents/carers

Leadership and development of staff
Training should enable SENCOs to:

- know the range of professional development opportunities available for staff (including support staff and beginner teachers) to improve their practice in working with pupils with SEN and/or disabilities
- give feedback and provide support to teaching and non-teaching colleagues on effective teaching, learning and assessment for pupils with SEN and/or disabilities
- model effective practice and coach and mentor colleagues
- advise on, contribute to, and where appropriate coordinate the professional development of staff so that they improve their practice in relation to pupils with SEN and/or disabilities, and
- support and train trainee and beginner teachers and higher level teaching assistants, where appropriate, in relation to relevant professional standards.

WORKING IN PARTNERSHIP WITH PUPILS, FAMILIES AND OTHER PROFESSIONALS

Drawing on external sources of support and expertise

Training should enable SENCOs to:

- know the role and value of families and carers of pupils with SEN and/or disabilities
- know the range of organisations and individuals working with pupils with SEN and/or disabilities and their role in providing information, advice and support
- know the principles of multi-agency working, building a 'team around a child', and the Common Assessment Framework and how to use it, where appropriate, for pupils with SEN and/or disabilities
- know how to draw on specialist support and resources for pupils with SEN and/or disabilities, including from special schools and other specialist services or provision
- can develop effective working partnerships with professionals in other services and agencies, including voluntary organisations, to support a coherent, coordinated and effective approach to supporting pupils with SEN and/or disabilities, including in relation to transition planning for pupils post-16, and
- know how to interpret specialist information from other professionals and agencies to support appropriate teaching and learning for pupils with SEN and/or disabilities and support colleagues in making use of such information

Consulting, engaging and communicating with colleagues, parents and carers and pupils to enhance pupils' learning and achievement

Training should enable SENCOs to:

- ensure that pupils with SEN and/or disabilities are involved, whenever appropriate, in planning, agreeing, reviewing and evaluating the provision made for them, and
- communicate effectively with parents and carers of pupils with SEN and /or disabilities, taking account of their views and providing them with timely and relevant information about the achievement, targets, progress and well-being of their children

SECTION 3: LEARNING OUTCOMES OF THE PROGRAMME

The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:

A Knowledge and understanding

Learning Outcomes	Teaching, Learning and Assessment Strategies
A Knowledge and understanding of: As a consequence of this programme, students will have: • an in depth and systematic knowledge of the major educational theories, concepts and established principles based upon educational research at the forefront of provision for pupils with SEN and/or disabilities • awareness of problematics in relation to ethical dilemmas in professional contexts • a comprehensive understanding of how research is used to create and interpret knowledge in education policy and practice in relation to learners with special educational needs • understanding of the significance of relevant contextual factors influencing education policy and practice in relation to learners with special educational needs • knowledge of the basis of their own value position related to the area of study and associated claims to knowledge • critical understanding the significance of issues of equality, diversity, inclusion and social justice related to education policy and practice in relation to learners with special educational needs	**Teaching/learning methods and strategies:** The 'syllabus' is shaped by the learning outcomes of the SENCO framework and the Professional Standards for SENCOs. Priority areas for development will relate to the particular strengths and weaknesses of the individual, but will encompass issues to do with professional values and practice; knowledge and understanding; and the pedagogy of teaching. Throughout, the learner is encouraged to undertake independent reading both to supplement and consolidate what is being taught/learnt and to broaden their individual knowledge and understanding of the subject … **Assessment:** Assessment of knowledge and understanding will include: • oral presentation • structured portfolio • observations of groups of learners • observations of experienced SENCOs • literature review • analysis and evaluation of data • case study report • critically reflective commentary

B Intellectual Skills

B Intellectual Skills	
B Intellectual Skills As a consequence of this programme, students will be able to: • critically analyse and/or evaluate complex, incomplete or contradictory areas of knowledge used to interpret and/or explore the area of study, showing the ability to synthesise and/or transform ideas in the process of developing an argument • critically evaluate research evidence,	**Teaching/learning methods and strategies** The 'syllabus' is shaped by the learning outcomes of the SENCO framework and the Professional Standards for SENCOs. Priority areas for development will relate to the particular strengths and weaknesses of the individual, but will encompass issues to do with professional values and practice; knowledge and understanding; and the pedagogy of teaching. Throughout, the learner is encouraged to

• arguing for alternative interpretations or approaches where appropriate
• synthesise both conceptual and numerical information in an innovative manner using knowledge of processes from the forefront of educational research
• use critical reflection in the learning process to explore the relationship between theory and practice in complex situations
• critically evaluate the implications of using an ethical framework for addressing ethical dilemmas in personal and professional practice
	undertake independent reading both to supplement and consolidate what is being taught/learnt and to broaden their individual knowledge and understanding of the subject …
	
	Assessment:
	
	Assessment of knowledge and understanding will include:
	    • oral presentation
	    • structured portfolio
	    • observations of groups of learners
	    • observations of experienced SENCOs
	    • literature review
	    • analysis and evaluation of data
	    • case study report
	    • critically reflective commentary

C Subject, Professional and Practical Skills

C Subject/Professional/Practical Skills	**Teaching/learning methods and strategies**

As a consequence of this programme, students will be able to:
 	
• perform effectively and efficiently in complex and/or specialised contexts
• adapt and develop skills and/or procedures for new situations, exercising initiative and personal responsibility in making informed judgements
• interrogate an extensive range of relevant theoretical, professional and/or research based sources and critically engage with the sources in the development and discussion of ideas, perspectives and theories
• develop an integrated strategy for professional practice with decision making based on sound analysis of situations, prioritising between competing variables
• articulate an integrated, critical, reflective and effective orientation to their practices and their personal responsibilities in professional practice
	The 'syllabus' is shaped by the learning outcomes of the SENCO framework and the Professional Standards for SENCOs. Priority areas for development will relate to the particular strengths and weaknesses of the individual, but will encompass issues to do with professional values and practice; knowledge and understanding; and the pedagogy of teaching.
	
	Throughout, the learner is encouraged to undertake independent reading both to supplement and consolidate what is being taught/learnt and to broaden their individual knowledge and understanding of the subject …
	
	Assessment:
	
	Assessment of knowledge and understanding will include:
	    • oral presentation
	    • structured portfolio
	    • observations of groups of learners
	    • observations of experienced SENCOs
	    • literature review
	    • analysis and evaluation of data
	    • case study report
	    • critically reflective commentary

D Transferable Skills and other attributes

& D Transferable skills and other attributes	**Teaching/learning methods and strategies**
As a consequence of this programme, students will be able to: • interact effectively as a team member, supporting, leading, clarifying tasks, making appropriate use of the capacities of group members, negotiating and handling conflict with confidence • locate, use effectively and evaluate the full range of learning resources, including ICT, applying a critical and confident approach • interpret, organise and present ideas, concepts and numerical information using a variety of presentational modes • communicate effectively with a broad range of audiences including learners and other professionals • reflect critically on own and others' functioning in order to improve practice • take independent and self critical responsibility for own work, guiding the learning of others and managing their own requirements for continuing professional development • engage confidently in academic and professional communications with others, reporting on action clearly, autonomously competently including the capacity to communicate processes & outcomes of their learning • demonstrate initiative and originality in problem solving and can act autonomously in planning and implementing tasks	The 'syllabus' is shaped by the learning outcomes of the SENCO framework and the Professional Standards for SENCOs. Priority areas for development will relate to the particular strengths and weaknesses of the individual, but will encompass issues to do with professional values and practice; knowledge and understanding; and the pedagogy of teaching. Throughout, the learner is encouraged to undertake independent reading both to supplement and consolidate what is being taught/learnt and to broaden their individual knowledge and understanding of the subject … **Assessment:** Assessment of knowledge and understanding will include: • oral presentation • structured portfolio • observations of groups of learners • observations of experienced SENCOs • literature review • analysis and evaluation of data • case study report • critically reflective commentary

Section 4: Programme structure

		Compulsory modules	Optional modules	Interim Awards: NA
	level 3	NA	NA	
		Core modules NA		
		Core modules NA		
ENTRY ↓	**level M**	*Compulsory modules* • UTLGCD-30-M, The Role of the Special Educational Needs Coordinator • UTLGA7-30-M, Independent Study Students on this award must complete the first taught module, UTLGCD-30-M, The Role of the Special Educational Needs Coordinator (SENCO), before attempting the Independent Study module.	*Optional modules* Students who have already passed UTLGA7-30-M as part of a different award will have to make up this 30 credits by choosing one of the following options: Either UTLGAC-30-M, Independent Study (B) Or UTLGA7-10-M, Independent Study Plus UTLGA7-20-M, Independent Study Or UTLGAC-10-M, Independent Study (B) Plus UTLGAC-20-M, Independent Study (B)	*Prerequisite requirements* NA
		Core modules NA		**Awards:** • PG Certificate *Credit requirements* 60 Level M

→ **GRADUATION**

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Section 5: Entry requirements

Participants must be qualified teachers who are practising SENCOS in mainstream English schools.

Section 6: Assessment Regulations

Approved to University Academic Regulations and Procedures 2009/10

Section 7: Student learning: distinctive features and support

The inclusion of 2 x 30 credit modules provides the opportunity to build up credits over a period of 3 years towards the nationally recognised award of Postgraduate Certificate, **National Award for Special Educational Needs Coordination.** It offers flexibility in the way in which students study and the pace at which it is undertaken. The National Award for Special Educational Needs Coordination therefore offers the benefits of a negotiated pattern of study combined with the demands of an award-bearing programme.

The distinctive feature of this award is the emphasis on special needs coordinators (SENCOs) with knowledge, skills and understanding to support professional development and research into aspects of educational provision for learners deemed to have **special educational needs and or disabilities** and to reflect upon barriers for learning in order to enhance inclusive educational practices. This is reflected in both the content and the processes of the programme.

Programme content will address contemporary educational issues, including: inclusion, constructions of special educational need, inter-professional and inter-agency working practices, listening to the voice of the learner, widening participation, raising achievement; critical engagement with local, regional, national and global communities and social justice.

This award seeks to have a direct impact upon the improvement of pupils' performance by providing learning opportunities for SENCOs that are both intellectually demanding and linked to the enhancement of professional competence. It aims to develop SENCOs to be able to articulate clearly the pedagogic basis of their professional practice and demonstrate competence in the execution of that practice for the benefits of their pupils.

The award has been carefully developed to reflect the identified needs of recipients, detail of which is elicited through discussion with the SENCO themselves, headteachers and Local Authority officers. Compilation of a self-audit against the learning outcomes of the programme, the national framework and SENCO Standards will aid this process.

Workshops on developing study skills and writing skills, together with a range of relevant study skill resources, are provided. An explicit and common bank of assessment criteria used for all assessments on the programme aids transparency and consistency in the student experience of assessment. The use of a virtual learning environment and the use of on-line materials, support students studying in a variety of settings and modes, which is particularly helpful for part-time students.

Students are given individual support and guidance throughout the time they are registered on the Programme.

Section 8: Reference points/benchmarks

This programme has been developed in the context of the University teaching and learning policies and explicitly meets the requirements set out therein. The focus on an approach to pedagogy, underpinned by values and based on evidence is commensurate with the approach to learning and teaching set out in the School of Education Statement of Pedagogic Principle.

The requirements and considerations of the following external bodies have been taken into account during the development of the programme:

- o TDA National Standards for SENCOs
- o SEEC level descriptors for programme specifications.

Staff research projects

RAE2008 Results

More than a third (37%) of the research UWE submitted to the RAE was considered to be either world-leading or internationally excellent in terms of its originality, significance and rigour. This is equivalent to the work of some 120 staff and represents an outstanding achievement. The results highlight the significant presence of world-leading research at UWE. They also show high levels of international excellence across a range of subjects:

- early childhood;
- primary education;
- literacy;
- mathematics;
- science;
- information and communications technologies;
- citizenship;
- cross-curricular creativity;
- outdoor and experiential learning;
- inclusion;
- gender, social class and achievement;
- disability and student learning;
- community cohesion;
- further education and lifelong learning;
- higher education; programme evaluation;
- professional development.

The School of Education also has a relevant research centre – BRILLE (Bristol Centre for Research in Lifelong Learning and Education).

Employer interaction/feedback

UWE has a well-developed strategy for enhanced engagement with schools in Bristol and the surrounding area. The strategy flows from the University's vision and mission as a civic University committed to economic, social, political and cultural regeneration through educational transformation and widening participation.

In developing the Programme the planning groups (Regional Operational Groups) have engaged with and drawn expertise from wider partners as appropriate to support high quality programme development. Partners include Local Authorities (LAs), subject specialists, Educational Psychologists, head teachers and other specialist SEN organisations. These groups will continue to meet at regular intervals to monitor and evaluate student progress and consider programme developments.

Evaluative feedback from employers and other stakeholders will be combined with student evaluation to inform the monitoring and review process for future Programme development

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of individual modules can be found in module specifications. These are available on the University Intranet.

Programme monitoring and review may lead to changes to approved programmes. There may be a time lag between approval of such changes/modifications and their incorporation into an authorised programme specification. Enquiries about any recent changes to the programme made since this specification was authorised should be made to the relevant Faculty Academic Registrar.