

## Programme Specification

### Section 1: Basic Data

<b>Awarding institution/body</b>	University of the West of England
<b>Teaching institution</b>	University of the West of England
<b>Faculty responsible for programme</b>	Social Sciences and Humanities
<b>Programme accredited by</b>	University of the West of England
<b>Highest award title</b>	MA Education (Special Educational Needs) Postgraduate Diploma Education (Special Educational Needs) Postgraduate Certificate Education (Special Educational Needs)
<b>Default award title</b>	NA
<b>Interim award title</b>	Postgraduate Diploma Education (Special Educational Needs) Postgraduate Certificate Education (Special Educational Needs)
<b>Modular Scheme title (if different)</b>	NA
<b>UCAS code (or other coding system if relevant)</b>	
<b>Relevant QAA subject benchmarking group(s)</b>	
<b>On-going/valid until* (*delete as appropriate/insert end date)</b>	
<b>Valid from (insert date if appropriate)</b>	1 September 2008

**Authorised by...**

**Date:...**

#### Version Code

2

*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 MA Education (SEN) aims to :

- Develop participants' understanding of inclusive education through consideration of attitudes, environment, curriculum and resourcing within formal educational settings
- Provide participants' with insight into the barriers for learning experienced by children / young people / adult learners in formal educational settings
- develop participants' understanding of the policy and legislative context for provision of education for learners with special educational needs
- enhance participants capability to listen to the voice of the learner
- develop participants' capability to recognise their own value positions and to adopt an ethical stance in relation to their practices
- 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 participants to identify relevant theoretical, professional and/or research based sources and use these appropriately in study and/or professional practice
- enable participants to plan and/or conduct research or enquiry in a systematic way using primary and/or secondary sources
- refine and extend the capacity to communicate the process and outcomes of their learning using a range of alternative vehicles

Overarching Masters level aims:

- to enable participants to achieve a level of performance appropriate to the award of a Masters degree
- to allow participants to select from a range of components 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
- to widen participation to include all those who can benefit from the programme of study.

## 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
<p><b>A Knowledge and understanding of:</b>            As a consequence of this programme, students will have:</p> <ul style="list-style-type: none"> <li>• An in depth and systematic knowledge of the major educational theories, concepts and established principles based upon educational research at the forefront of their academic discipline</li> <li>• awareness of problematics in relation to ethical dilemmas in professional contexts</li> </ul>	<p><b>Teaching/learning methods and strategies:</b></p> <p>Teaching and learning strategies will cater for a variety of preferred learning styles which will include : lectures, seminars, tutorials, directed study tasks including use of literature, work-based activities and critical reflection upon working practices, research tasks, use of video, case studies role play,</p>

<ul style="list-style-type: none"> <li>• a comprehensive understanding of established methodologies of research and enquiry are used to create and interpret knowledge in education policy and practice in relation to learners with special educational needs</li> <li>• understanding of the significance of relevant contextual factors influencing education policy and practice in relation to learners with special educational needs</li> <li>• knowledge of the basis of their own value position related to the area of study and associated claims to knowledge</li> <li>• 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</li> </ul>	<p>games and simulations, use of on-line materials, project work, group work and individual activity.</p> <p><b>Assessment:</b>        Assessment strategies will include: tutor assessed individual written work, assessed group discussions, poster presentations, oral presentations. Assessment will take place that is diagnostic, formative and summative.</p>
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### B Intellectual Skills

<p><b>B Intellectual Skills</b>        As a consequence of this programme, students will be able to:</p> <ul style="list-style-type: none"> <li>• analyse critically 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</li> <li>• identify and explain methodological and epistemological issues around the research process, using a range of methods of data collection</li> <li>• evaluate critically research evidence, advanced scholarship and methodologies arguing for alternative interpretations or approaches where appropriate</li> <li>• synthesise both conceptual and numerical information in an innovative manner using knowledge of processes from the forefront of educational research</li> <li>• use critical reflection in the learning process to explore the relationship between theory and practice in complex situations</li> <li>• evaluate critically the implications of using an ethical framework for addressing ethical dilemmas in personal and professional practice</li> </ul>	<p><b>Teaching/learning methods and strategies</b></p> <p>Teaching and learning strategies will cater for a variety of preferred learning styles which will include : lectures, seminars, tutorials, directed study tasks including use of literature, work-based activities and critical reflection upon working practices, research tasks, use of video, case studies role play, games and simulations, use of on-line materials, project work, group work and individual activity.</p> <p><b>Assessment</b>        Assessment strategies will include: tutor assessed individual written work, assessed group discussions, poster presentations, oral presentations. Assessment will take place that is diagnostic, formative and summative.</p>
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### C Subject, Professional and Practical Skills

<p><b>C Subject/Professional/Practical Skills</b>          As a consequence of this programme, students will be able to:</p> <ul style="list-style-type: none"> <li>• perform effectively and efficiently in complex and/or specialised contexts</li> <li>• adapt and develop skills and/or procedures for new situations, exercising initiative and personal responsibility in making informed judgements</li> <li>• 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</li> <li>• plan for and execute a small-scale enquiry in a systematic and reflexive manner, identifying and explaining methodological and epistemological issues around the research process and critically analysing and evaluating research outcomes</li> <li>• develop an integrated strategy for professional practice with decision-making based on sound analysis of situations, prioritising between competing variables</li> <li>• articulate an integrated, critical, reflective and effective orientation to their practices and their personal responsibilities in professional practice</li> </ul>	<p><b>Teaching/learning methods and strategies</b></p> <p>Teaching and learning strategies will cater for a variety of preferred learning styles which will include: lectures, seminars, tutorials, directed study tasks including use of literature, work-based activities and critical reflection upon working practices, research tasks, use of video, case studies role play, games and simulations, use of on-line materials, project work, group work and individual activity.</p> <p><b>Assessment</b></p> <p>Assessment strategies will include: tutor assessed individual written work, assessed group discussions, poster presentations, oral presentations. Assessment will take place that is diagnostic, formative and summative</p>
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## D Transferable Skills and other attributes

<p><b>D Transferable skills and other attributes</b></p> <p><b>Group working:</b></p> <p>As a consequence of this programme, students will be able to:</p> <ul style="list-style-type: none"><li>• 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</li><li>• locate, use effectively and evaluate the full range of learning resources, including ICT, applying a critical and confident approach</li><li>• interpret, organise and present ideas, concepts and numerical information using a variety of presentational modes</li><li>• communicate effectively with a broad range of audiences including learners and other professionals</li><li>• reflect critically on own and others' functioning in order to improve practice</li><li>• take independent and self critical responsibility for own work, guiding the learning of others and managing their own requirements for continuing professional development</li><li>• engage confidently in academic and professional communications with others, reporting on action clearly, autonomously &amp; competently including the capacity to communicate processes &amp; outcomes of their learning</li><li>• demonstrate initiative and originality in problem solving and can act autonomously in planning and implementing tasks</li></ul>	<p><b>Teaching/learning methods and strategies</b></p> <p>Teaching and learning strategies will cater for a variety of preferred learning styles which will include:</p> <p>lectures, seminars, tutorials, directed study tasks including use of literature, work-based activities and critical reflection upon working practices, research tasks, use of video, case studies role play, games and simulations, use of on-line materials, project work, group work and individual activity.</p> <p><b>Assessment</b></p> <p>Assessment strategies will include: tutor assessed individual written work, assessed group discussions, poster presentations, oral presentations. Assessment will take place that is diagnostic, formative and summative</p>
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#### Section 4: Programme structure

The PG Dip and the PG Cert are available either as:

(a) programmes on which students can register directly (the highest award), or interim awards.

#### Entry to Graduation

#### Postgraduate Certificate Education (Special Educational Needs)

A Postgraduate Certificate requires the attainment of 60 credits at level 3 or above of which not less than 40 are at level M (maximum of 20 credits can be at level 3).

<b>Compulsory Modules:</b>	None
<b>Core Modules:</b>	None
<b>Optional Modules:</b>	Select optional modules from the list available in Appendix 1
<b>Interim Awards:</b>	Not applicable
• <b>Credit requirements:</b>	Not applicable
• <b>Other requirements:</b>	None

#### Postgraduate Diploma Education (Special Educational Needs)

A Postgraduate Diploma requires the attainment of 120 credits at level 3 or above of which not less than 90 are at level M (maximum of 30 credits can be at level 3).

<b>Compulsory Modules:</b>	None
<b>Core Modules:</b>	None
<b>Optional Modules:</b>	Select optional modules from the list available in Appendix 1
<b>Interim Awards:</b>	Postgraduate Certificate Education (Special Educational Needs)
• <b>Credit requirements:</b>	60 credits at level 3 or above of which not less than 40 are at level M
• <b>Other requirements:</b>	None

## MA Education (Special Educational Needs)

A Masters Degree requires the attainment of 180 credits at level 3 or above of which not less than 150, including the masters dissertation, are at level M (maximum of 30 credits can be at level 3).

<b>Compulsory Modules:</b>	UTLGBH-30-M: Researching Education UTLGBX-60-M: Dissertation
<b>Core Modules:</b>	None
<b>Optional Modules:</b>	90 credits must be selected from the optional modules list available in Appendix 1
<b>Interim Awards:</b>	Postgraduate Diploma Education (Special Educational Needs) Postgraduate Certificate Education (Special Educational Needs)
• <b>Credit requirements:</b>	<ul style="list-style-type: none"> <li>• 60 credits at level 3 or above of which not less than 40 are at level M for the Postgraduate Certificate</li> <li>• 120 credits at level 3 or above of which not less than 90 are at level M for the Postgraduate Diploma</li> </ul>
• <b>Other requirements:</b>	None

### **Section 5: Entry requirements**

Normally participants will be required to hold a degree (or equivalent) + QTS or CertEd plus several years of professional practice or CertEdFE or PGCert FHAЕ or experience in professional practice.

Candidates without a first degree will be required to demonstrate suitability for study at Masters level.

### **Section 6: Assessment Regulations**

a) **MAR**

### **Section 7: Student learning: distinctive features and support**

The modular programme provides the opportunity to build up credits towards the nationally recognised awards of Postgraduate Certificate, Postgraduate Diploma and Masters degree. It offers flexibility in the way in which students study and the pace at which it is undertaken. The MA Education (SEN) 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 providing teachers and educators 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 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 teachers that are both intellectually demanding and linked to the enhancement of professional competence. It aims to develop teachers 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 teachers, headteachers and local authority officers. Consideration is given to LEA development plans and the school development plans of our partner schools to assist in this process.

The modular programme offers the opportunity for accredited learning, wherever it occurs and providing it is assessable against UWE academic criteria, to be credited towards the MA. The learning must be matched to the learning outcomes for the modules validated for this award. The Accreditation of Experiential Learning (AEL) is highly valued in the programme, underpinned by considerable experience in the Faculty of AEL processes. AEL workshops offer opportunities for participants to reflect on their learning from experience and to explore methods of presenting that experience in a way that can count as credit towards the degree

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 Faculty Statement of Pedagogic Principle. Consideration is also given to the University Policy on Equality of Opportunity and Faculty Policy Statement on Special Educational Needs.

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

- Special Educational Needs and the Disability Act (2002)
- Disability Discrimination Act (1995)
- OfSTED
- TTA National Standards:
- Threshold Criteria for SENCOs, Management, Subject Leaders, Specialist Teachers, Headteacher,
- SEEC level descriptors for programme specification.

### **Staff research projects**

- Faculty of Education staff are involved in research related to both substantive and methodological issues of relevance to the programme. Examples of staff research include:

- policy and practice in inclusion and special educational needs;
- interagency working practices to support vulnerable children
- working with parents of children with special educational needs
- citizenship and education for democracy;
- education of excluded and disaffected young people;
- educational uses of ICT;
- evaluation of student-led learning;
- European Social Fund and the European Union;
- Excellence Challenge and the experience of widening participation co-ordinators;
- gender studies and in particular the education of boys;
- literacy and learning;
- recruitment of minority ethnic groups into teaching;
- self-assessment practice in HE;
- transforming learning cultures in FE;
- education and training policy in relation to social regeneration, globalization, regionalisation and the nation state;

urban education policy

### **Benchmarks**

OfSTED

TTA National Standards:

SENCOs, Management, Subject Leaders, Specialist Teachers, Headteacher, Threshold

### **Staff research projects**

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- education and training policy in relation to social regeneration, globalization, regionalisation and the nation state;
- education of excluded and disaffected young people;
- educational uses of ICT;
- evaluation of student-led learning;
- European Social Fund and the European Union;
- Excellence Challenge and the experience of widening participation co-ordinators;
- gender studies and in particular the education of boys;
- literacy and learning;
- policy and practice in inclusion and special educational needs
- inter-professional and inter-agency working practices
- listening to the voice of the child

- recruitment of minority ethnic groups into teaching;
- self-assessment practice in HE;
- transforming learning cultures in FE;
- urban education policy.

**Employer interaction/feedback**

- Elements of this Programme have been planned collaboratively with officers from local education authorities to support the development of provision for learners with special educational needs.

## Appendix 1

### Optional Modules available at Level 3

**Key:** C = Available for Postgraduate Certificate  
 D = Available for Postgraduate Diploma  
 M = Available for Masters

Module Code	Module Title	C	D	M
UTLGA7-10-3	Independent Study	✓	✓	✓
UTLGA7-20-3	Independent Study	✓	✓	✓
UTLGA7-30-3	Independent Study		✓	✓
UTLGA9-10-3	Evidencing Learning from Experience	✓	✓	✓
UTLGA9-20-3	Evidencing Learning from Experience	✓	✓	✓
UTLGA9-30-3	Evidencing Learning from Experience		✓	✓
UTLGA9-40-3	Evidencing Learning from Experience		✓	✓
UTLGAC-10-3	Independent Study	✓	✓	✓
UTLGAC-20-3	Independent Study	✓	✓	✓
UTLGAC-30-3	Independent Study		✓	✓
UTLGH6-30-3	The Professional Nature of Teaching			✓

### Optional Modules available at Level M

**Key:** C = Available for Postgraduate Certificate  
 D = Available for Postgraduate Diploma  
 M = Available for Masters

Module Code	Module Title	C	D	M
UTLGA7-10-M	Independent Study	✓	✓	✓
UTLGA7-20-M	Independent Study	✓	✓	✓
UTLGA7-30-M	Independent Study		✓	✓
UTLGA9-10-M	Evidencing Learning from Experience	✓	✓	✓
UTLGA9-20-M	Evidencing Learning from Experience	✓	✓	✓
UTLGA9-30-M	Evidencing Learning from Experience		✓	✓
UTLGAC-10-M	Independent Study (B)	✓	✓	✓
UTLGAC-20-M	Independent Study (B)	✓	✓	✓
UTLGAC-30-M	Independent Study (B)		✓	✓
UTTGB7-30-M	Subject Leadership/Middle Management in the Primary School	✓	✓	✓
UTLGBH-30-M	Researching Education		✓	✓
UTLGC6-40-M	Special Educational Needs in Ordinary Schools	✓	✓	✓
UTLGC8-40-M	Teaching the Dyslexic Individual	✓	✓	✓
UTLGCD-30-M	The Role of the Special Educational Needs Co-ordinator (SENCO) in Mainstream Schools		✓	✓
UTLGCK-30-M	Helping Children to Manage Themselves Socially and Emotionally	✓	✓	✓
UTLGD5-30-M	Teaching Behaviour for Learning		✓	✓
UTLGD6-30-M	Autistic Spectrum Disorders	✓	✓	✓
UTLGDB-30-M	Counselling and Related Skills for Reducing Barriers to Learning	✓	✓	✓
UTLGE9-30-M	Coaching for Professional Development		✓	✓
UTLGEA-30-M	Coaching in the Institutional Context		✓	✓
UTLGEB-30-M	Coaching for Institutional Change		✓	✓
UTLGEQ-30-M	School Improvement through Action Enquiry		✓	✓
UTLGEQ-60-M	School Improvement through Action Enquiry			✓
UTLGJ4-30-M	Beginning a Career: reflective practice for Newly Qualified Teachers		✓	✓
UTLGJB-60-M	Reflective Practice for Specialist Leaders of Behaviour and Attendance			✓
UTLGJJ-30-M	The Teaching of Personal, Social and Health Education		✓	✓
UTLGK8-30-M	Reflective Practice for Advanced Skills Teachers and Excellent Teachers	✓	✓	✓