

## Template C4



# Programme Specification

**Title of Course:** *PgCert National Award for Special Educational Needs Coordination*

<b>Date first produced</b>	30/05/2017
<b>Date last revised</b>	05/01/2024
<b>Date of implementation of current version</b>	01/06/2024
<b>Version number</b>	5
<b>Faculty</b>	Faculty of Health, Science, Social Care & Education
<b>School</b>	School of Education, Midwifery and Social Work
<b>Department</b>	Department of Education
<b>Delivery Institution</b>	Kingston University

This Programme Specification is designed for prospective students, current students, academic staff and employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes and content of each modules can be found in the course VLE site and in individual Module Descriptors.

## SECTION 1: GENERAL INFORMATION

<b>Award(s) and Title(s):</b> <i>Up to 10 pathways</i>	PgCert National Award for Special Educational Needs Coordination
<b>Intermediate Awards(s) and Title(s):</b> <i>There are 4 Intermediate awards for each pathway</i>	
<b>Course Code</b> <i>For each pathway and mode of delivery</i>	PPSEN1SEN50
<b>UCAS code</b> <i>For each pathway</i>	

<b>RQF Level for the Final Award:</b>	
<b>Awarding Institution:</b>	Kingston University
<b>Teaching Institution:</b>	Kingston University
<b>Location:</b>	Kingston Hill
<b>Language of Delivery:</b>	English
<b>Modes of Delivery:</b>	Part-time
<b>Available as:</b>	
<b>Minimum period of registration:</b>	Part-time -
<b>Maximum period of registration:</b>	Part-time -
<b>Entry Requirements:</b>	<p>The minimum entry qualifications for the programme are:</p> <p>Candidates are normally required to have obtained an honours degree and/or further qualifications relating to working in Special Educational Needs in an education-related environment. They are expected to demonstrate a commitment to professional learning in the field of Special Educational Needs and disabilities. Candidates</p>

	<p>are normally expected to lead, or to aspire to lead, the co-ordination of provision for children and young people with special educational needs and disabilities (SEND) in schools, children’s centres and other relevant settings. A letter of recommendation from the applicant’s employer, which outlines their commitment to support the student, will be requested. Funding authorities, such as employers, are entitled to be informed about the student’s engagement with the course and their performance.</p> <p>The completion of 60 credits enables the student to fulfil the requirement of the professional award for SEN coordinators. Eligibility for <i>The National Award for Special Educational Needs Coordination</i> requires an appropriate teaching qualification. The design of the programme is informed by the Learning Outcomes which are specified in the National Award for SEN coordinators. Consequently, the process of recognition of prior and/or experiential learning is not applicable under any of the following categories: Certificated Prior Learning (RPCL), Formal Learning which has not been assessed (RPL) and Experiential Learning (RPEL).</p> <p>International students will need to demonstrate a good standard of written and spoken English and have an IELTS score of 6.5 overall, with at least 6 in each component, namely, Listening, Reading, Writing and Speaking. Appropriate English language competence must be evidenced in the form of certificated learning.</p> <p>Interviews are conducted by at least one member of the programme team. Interviews provide the opportunity for the relevance of the programme to the candidate’s professional circumstances to be explored and for programme tutors to advise candidates on advanced study skills.</p> <p>Disclosure and Barring Services (DBS) clearance is a requirement and is usually undertaken by the employer prior to appointment.</p> <p>Under the Data Protection Act 1998 information which is supplied by applicants will be held in strict confidence for the purpose of ascertaining suitability for the course. The data of applicants who become registered students with the university form the basis of the student record.</p>
<p><b>Programme Accredited by:</b></p>	<p>The National SENCO award is currently awarded to students who successfully complete 60 masters’ credits which fulfil the specified learning outcomes for the award (<a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/354172/nasc-learning-outcomes-final.pdf">https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/354172/nasc-learning-outcomes-final.pdf</a> ) The importance of SENCOs in schools is reiterated in the <i>0-25 years SEND Code of Practice</i>. Every new SENCO in a mainstream school is required to gain the Master’s level National Award for Special Educational Needs</p>

	Co-ordinator within three years of taking up the post. The National Award is not subject to an accreditation or approval process by a PSRB.
<b>QAA Subject Benchmark Statements :</b>	<i>Degree Characteristics Statement (QAA, 2015) and Subject Benchmark Statement Education Studies (QAA, 2015)</i>
<b>Approved Variants:</b>	<i>n/a</i>
<b>Is this Higher or Degree Apprenticeship course?</b>	

***For Higher or Degree Apprenticeship proposals only***

<b>Higher or Degree Apprenticeship standard:</b>	<i>n/a</i>
<b>Recruitment, Selection and Admission process:</b>	<i>n/a</i>
<b>End Point Assessment Organisation(s):</b>	<i>n/a</i>

## SECTION 2: THE COURSE

### A. Aims of the Course

The aims of the course are to enhance students' ability to:

- develop advanced skills of critical analysis, evaluation and reflection through engagement with specialist sources relevant to SEN policy and practice;
- have a comprehensive understanding of approaches, methods and skills which enable learners with SEN and disabilities to progress and achieve within and beyond the classroom;
- demonstrate initiative and originality as a SEN coordinator in problem solving in complex and unpredictable professional situations with minimum guidance;
- be an independent and self-critical learner whose positioning as a SEN coordinator confidently supports reflective practice within organisational settings and in contact with external stakeholders;
- demonstrate at an advanced level the knowledge, skills and attributes of ethically-aware and research-informed leadership and coordination for learners with SEN and disabilities;
- confidently engage in academic and professional communication to disseminate applicable ideas and processes in the community of SEN practitioners.

### B. Intended Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas (see table below).

The programme outcomes are referenced to the *Master's Degree Characteristics Statement* (QAA, 2015) and the *Subject Benchmark Statement Education Studies* (QAA, 2015) and relate to the typical student.

The programme learning outcomes are the high-level learning outcomes that will have been achieved by all students receiving this award. They must align to the levels set out in the ['Sector Recognised Standards in England'](#) (OFS 2022).

Programme Learning Outcomes					
	<b>Knowledge and Understanding</b>		<b>Intellectual Skills</b>		<b>Subject Practical Skills</b>
	On completion of the course students will be able to:		On completion of the course students will be able to		On completion of the course students will be able to
A4	have a deep and systematic understanding of principles and practices of leadership and their relevance to the role of the SEN coordinator	B2	develop advanced skills of analysis of complex sources and critically evaluate their applicability to securing effective interventions as SEN coordinators	C4	manage sustainable resources for interprofessional and multi-agency practice
A3	critically analyse complex, incomplete and contradictory primary and secondary sources relating to policy, legal and ethical frameworks relevant to learners with SEN and disabilities	B3	deconstruct useable ideas from sociocultural contexts to develop a meta-understanding of innovatory practice in SEN practice	C3	develop skills of advocacy in leading provision and confidently support practitioners who work with learners with SEN and disabilities
A1	demonstrate an advanced understanding of theoretical and methodological approaches relevant to research, learning and practice in SEN	B1	recognise that knowledge for professional practice in SEN may be ambiguous, contested and provisional	C2	flexibly and creatively synthesise ideas to show how professional learning might be facilitated and led in SEN
A2	have a systematic understanding of professional knowledge relevant to coordinating SEN policy and practice	B4	communicate cogently, and with evidential support, strategies which would improve outcomes for pupils with SEN and/or disabilities	C1	incorporate critically aware ethical dimensions at an advanced level to the process of leading effective learning in SEN

In addition to the programme learning outcomes, the programme of study defined in this programme specification will allow students to develop the following range of Graduate Attributes:

1. Creative Problem Solving
2. Digital Competency
3. Enterprise
4. Questioning Mindset
5. Adaptability
6. Empathy
7. Collaboration
8. Resilience
9. Self-Awareness

### C. Outline Programme Structure

All students are provided with the University regulations and the programme handbook. Full details of each module are available in the module descriptors and module guides.

#### PgCert National Award for Special Educational Needs Coordination

Level 7							
PgCert National Award for Special Educational Needs Coordination							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
Critical reflections on the role of SEN Coordinator	QC7010	30	7	Year 1 Semester 1			
Leading change and the role of the SEN coordinator	QC7020	30	7	Year 1 Semester 2			
<b>Optional Modules</b>							

### D. Principles of Teaching, Learning and Assessment

The Post Graduate Certificate in Special Educational Needs programme is designed to take account of the Kingston University Curriculum Design principles and Inclusive Curriculum Framework. It recognises the potential range and diversity of backgrounds and experiences of professionals who are new or existing post-holders in maintained schools with responsibility for policy and practice in SEN.

The programme uses a wide range of teaching and learning approaches to enable all students to become enquiring, reflective and autonomous learners. The curricula is accessible in both practical and conceptual terms. Contributions from students are encouraged in all learning experiences and focal points for student enquiry are personalised, including the co-construction of formative and summative assessment,

which is focused on contextualising issues and developing useable recommendations for individual professional settings.

Accessible provision for part-time students in weekday practice environments is maximised by full-day and half-day sessions to provide intensive study and peer group interactions. They introduce and consolidate the themes of study for each module and enable individualised support for the assignment tasks during the school year. Sessions include lectures, seminars (tutor-led and student-led), student presentations, workshops, group tutorials and individual tutorials, which are framed by critical enquiry, mutually respectful discourse and dialogic learning approaches.

Preparatory and consolidating tasks are facilitated by Canvas, the university's Virtual Learning Environment, which is accessed by all students. Formative and summative assignment tasks are sequenced for each module to introduce and sustain a 'feed forward' learning process and co-construct a collaborative learning culture. The taught sessions, supported by online provision, facilitate the reporting of dissemination-focused activities from practice environments. These sessions enable the critical evaluation of theoretical constructs and their relevance to creative-thinking and problem-solving approaches for enhancing SEN provision in situated practice.

The selected exemplars are designed to ensure that different contexts, such as early years', primary and secondary age phases, are evaluated to meet the individual needs in diverse professional settings. This process of enquiry into distinctive features of age phase contexts will also inform the tailoring of formative and summative assessment processes. Workshops and group tutorials facilitate a critically supportive mini-network of peers to experience and exemplify collaborative working. These inclusive learning processes make accessible an advanced understanding of new professional knowledge, which is relevant to the leadership and coordination of SEN provision.

Student experiences on the programme are enriched by opportunities to participate in the wider research community in the FHSCE and the university. Students are encouraged to attend Faculty research seminars and conferences, Graduate School events, Learning Resource Centre workshops and to use opportunities to network in the university. The team will gather impact data arising from student's professional learning on the course. It will maintain contact with alumni and secure their involvement in the future development of the course.

### **Teaching/learning methods and strategies**

The range of learning and teaching strategies include:

- Lectures
- Seminars and workshops
- Case studies
- Group work exercises
- Tutorials
- Online discussion forum
- Online learning resource



## **Assessment strategies**

The range of assessment strategies include:

- essays
- posters
- reports
- online discussion tasks
- formative peer review

## **E. Support for Students and their Learning**

Students are supported by:

- A module leader for each module
- A course director to help students understand the programme structure
- Personal tutors to provide academic and personal support, as outlined above
- A designated programme administrator, contactable in the office at specific times and by email
- An induction programme at the beginning of each new academic session, informed by the application process
- Staff Student Consultative Committee
- Canvas, facilitating an online interactive learning environment at all stages of the programme
- Academic Skills Centre (HSCE) to assist students to become autonomous, confident and successful learners, alongside embedded skills development within the programme.
- Student support facilities that provide advice on issues such as regulations
- Disabled student support
- The Students' Union
- Health and Counselling service
- Careers and Employability service.

The induction sessions are designed to help students gain confidence in their academic skills and successfully transition to Master's level study. They also facilitate the development of a peer network. This network enables students to develop critical feedback opportunities from peers in relation to formative assessment tasks and to contribute to the shared practice, or 'cohort' identity, of a community of learners in the specialist area of SEN provision. This important collaborative learning resource enables students to see that their professional dilemmas and issues are reflected in the curriculum. Throughout the programme current articulations of the multi-nodal and richly-textured landscape of practice are employed to scaffold the social practice of learning on the programme.

Students are encouraged to use the Academic Success Centre (ASC) and the Learning Resource Centre (LRC) to support their learning. These sessions are specified in the programme handbook. Canvas facilitates the use of an online critical literature resource bank and the dissemination of contributions from students at the interface of theory and professional practice.

### Personal Tutor Scheme (PTS)

The PTS is embedded in the programme. At Level 7 the aims, and therefore the minimum expectations, of the PTS are:

- To help students to make the transition to Masters level study and understand how to use feedback on the postgraduate course
- To encourage students to be proactive in making links between their course and their professional and/or academic aspirations
- To explore students' research aspirations
- To help students gain confidence in contributing to, and learning from, constructive peer review
- To encourage students to become part of a wider disciplinary and/or professional community
- To help students to prepare for the dynamics of supervision.

Students have contact with their designated personal tutor during the induction period. Personal tutors receive tailored student information through the 'Tutor' function of SITS. In support of part-time students in professional practice in education-related environments, personal tutors gain knowledge of the professional role and setting of individual students. Personal tutors support their 'return to study', learn of the students' professional aspirations, encourage learners to participate in constructive peer review and enhance their employability skills.

Between the face-to-face sessions contact between personal tutors and learners is undertaken online and by telephone. A set of guidance notes is provided to all students to explain the role of the Personal Tutors and its relationship to other Student Support services in the university. Personal tutors are available to provide academic advice and guidance throughout the course. Post-graduation emails are sent to students to offer congratulations, encourage students to keep in touch and alert students to future events and contacts.

## **F. Ensuring and Enhancing the Quality of the Course**

The University has several methods for evaluating and improving the quality and standards of its provision. These include:

- External examiners
- Boards of study with student representation

- Staff Student Consultative Committee are sub-committees of Boards of Study and should map onto the appropriate calendar. SSCCs are minuted and comprise student representatives from both modules in the programme
- Annual review and arising staff development events
- Periodic review undertaken at subject level
- Student evaluation at module and programme levels
- Moderation policies.

## Kingston University

The course utilizes all the university's academic regulations, policies and procedures and membership of the Board of Study will include all members of the course team at the university. They will receive half-termly updates on all university processes relating to learning, teaching and assessment at level 7. Daily management of the course is the responsibility of the course leader who will convene Boards of Study, coordinate the course calendar, advise the university and the relevant senior manager of resource-related issues and ensure that all members of the course team have appropriate professional learning opportunities. The compiling of the Student Handbook is the responsibility of the Course Leader. Regular staff meetings will ensure that all members of the course team are fully cognisant of university expectations and requirements.

Students are subject to the general regulations of the university, which also has responsibility for the admission of students and for the maintenance of records. Applications for the course are made via the university home page for the course in accordance with the entry procedure. The course team is responsible for ensuring that entry, induction and transitioning arrangements to level 7 are securely undertaken. Applicants for this course will not be able to apply for recognition of prior experiential or certificated learning. Students registered on the course are assessed according to the university regulations and procedures. They have access to all the designated learning resources for the course.

All staff delivering or supporting the course has access to any appropriate university electronic resources, including access to the Virtual Learning Environment. Professional dialogues enable practice to be current and research informed. The CVs of all participating teaching staff are in Resources Document. Assessment processes, including moderation procedures, enable the sharing and implementation of the university descriptor for level 7.

All staff are encouraged to attend conferences and short courses and to share their academic and experiential knowledge and skills of Special Educational Needs. Opportunities for research engagement are available for staff to seek out new practices, learning resources and make contributions to new knowledge at the forefront of the specialist area of enquiry in Education. Teaching staff are encouraged by the course leader to attend workshops, seminars and conferences to enhance their research-engaged practice in Special Educational Needs and maintain their readiness to meet academic and professional standards within the sector.

## **G. Employability and work-based learning**

Students on the course are current practitioners in education-related settings, in full-time or part-time employment, with QTS or QTLS. The course does not involve formally assessed work-based learning elements. However, students undertake non-assessed visits to practice environments outside their own professional setting to extend their understanding of policy and practice in SEN. Students are encouraged to reflect upon their own personal experience of working in a setting, contextualise research issues relevant to their professional practice and critically evaluate the relationship between theoretical constructs and practice-oriented issues.

### ***Work-based learning, including sandwich courses and higher or degree apprenticeships***

n/a

## **H. Other sources of information that you may wish to consult**

DfE (2014) *Schools: guide to the 0 to 25 SEND code of practice*  
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

DfE & DoH (2015) *Special educational needs and disability code of practice: 0 to 25 years*  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND Code of Practice January.2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January.2015.pdf)

Kingston University *Academic Guidance 2: University Level Descriptors 2019-2020*  
<https://www.kingston.ac.uk/aboutkingstonuniversity/howtheuniversityworks/policiesandregulations/>

Kingston University *Led by Learning*  
<http://www.kingston.ac.uk/aboutkingstonuniversity/howtheuniversityworks/universityplan/>

Kingston University *Our Strategy for Equality, Diversity and Inclusion 2016-2020*  
<http://www.kingston.ac.uk/aboutkingstonuniversity/equality-diversity-and-inclusion/strategy-and-annual-reports/>

NCTL (2014) *National Award for SEN co-ordination*  
<https://www.gov.uk/government/publications/national-award-for-sen-co-ordination-learning-outcomes>

QAA (2008) *Higher Education Credit Framework for England: Guidance in Academic Credit Arrangements in Higher Education in England*  
[https://www.qaa.ac.uk/docs/qaa/quality-code/academic-credit-framework.pdf?sfvrsn=940bf781\\_12](https://www.qaa.ac.uk/docs/qaa/quality-code/academic-credit-framework.pdf?sfvrsn=940bf781_12)

QAA (2015) *Master's Degree Characteristics Statement*  
[https://www.qaa.ac.uk/docs/qaa/quality-code/master's-degree-characteristics-statement8019abbe03dc611ba4caff140043ed24.pdf?sfvrsn=86c5ca81\\_12](https://www.qaa.ac.uk/docs/qaa/quality-code/master's-degree-characteristics-statement8019abbe03dc611ba4caff140043ed24.pdf?sfvrsn=86c5ca81_12)

## I. Development of Course Learning Outcomes in Modules

This table maps where course learning outcomes are **summatively** assessed across the modules for this course. It provides an aid to academic staff in understanding how individual modules contribute to the course aims, a means to help students monitor their own learning, personal and professional development as the course progresses and a checklist for quality assurance purposes.

Module Code		Level 7	
		QC7010	QC7020
Knowledge & Understanding	A4	S	S
	A3	S	S
	A1	S	S
	A2	S	S
Intellectual Skills	B2	S	S
	B3	S	S
	B1	S	S
	B4	S	S
Practical Skills	C4	S	S
	C3	S	S
	C2	S	S
	C1	S	S

Students will be provided with formative assessment opportunities throughout the course to practise and develop their proficiency in the range of assessment methods utilised.