Programme Specification

Title of Course: Postgraduate Certificate in Special Educational Needs

Date Specification Produced: 31 May 2017

Date Specification Last Revised: 17 July 2017

This Programme Specification is designed for prospective students, current students, academic staff and potential 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 he/she takes full advantage of the learning opportunities that are provided. More detailed information on the teaching, learning and assessment methods, learning outcomes and content of each module can be found in Student Handbooks and Module Descriptors.

Examples of completed programme specifications can be found on the <u>KU Programme Specification Archive</u>

SECTION 1: GENERAL INFORMATION

Title: Postgraduate Certificate in Special Educational
                                              Needs

Awarding Institution: Kingston University

Teaching Institution: Kingston University

Location: Kingston Hill and Babcock Education, Leatherhead

Programme Accredited by: None

SECTION 2: THE PROGRAMME

A. Programme Introduction

Since 2009 the successful completion of *The National Award for SEN Coordination* has been mandatory for all SEN Co-ordinators in mainstream schools within three years of appointment. The National Award comprises 60 credits at level 7 and specifies the learning outcomes which should be acquired through professional learning for this complex role. The Postgraduate Certificate in Special Educational Needs (SEN) is designed to enable current and aspiring post-holders to develop their professional practice and confidently undertake the role of leading the co-ordination of provision for children and young people with SEN and disabilities.

In particular, the Postgraduate Certificate in SEN enables students to develop a critical understanding of how SEN and disabilities affect pupils' participation, progress and attainment and to undertake more effectively the role of leading and coordinating provision for SEN and disabilities within a strategic context and organizational setting. Students develop advanced skills for analysing specialist sources on SEN and disabilities and explore principles and practices for effective collaboration and communication with internal and external stakeholders. The practice-oriented issues of managing teaching, learning and assessment are illuminated through the critical evaluation of relevant theoretical perspectives from sociocultural contexts. Through critical reflections on policy and practice emphasis is placed on leading and co-ordinating SEN provision through research-based interventions for effective working with staff, pupils, governors, parents and other stakeholders. Students are research-inquisitive self-improving education professionals who wish to acquire advanced knowledge and skills in systematic enquiry, critical practice and professional learning.

The Postgraduate Certificate in SEN comprises two modules, which are entitled *Critical Reflections on the role of the SEN coordinator* and *Leading change and the role of the SEN coordinator.* Four themes frame the curriculum content for each module to develop a community of learners so that peer-enriched, participative and reflective experiences can facilitate the meeting of individual needs and develop a critically supportive cohort identity. Each learning event is supported by online resources for preparatory and consolidating tasks and guidance. Professional dilemmas and issues are explored by drawing on illuminative theories and concepts

to develop professional knowledge to lead provision for children and young people with SEN and disabilities. Learning experiences take the form of intensive one day and half-day sessions, involving lectures, seminars, workshops and tutorials. The three university principles of inclusivity frame the programme specification. They are to create an accessible curriculum, enable students to see themselves reflected in the curriculum and to equip students with the skills to positively work in a global and diverse environment.

The statutory requirement for all SEN coordinators to acquire the award was restated by the Children and Families Act (2014). It has the potential to meet the needs of education professionals in a broad range of settings and to be widely accessed by individual practitioners and in contact with partnerships in early years' provision and teacher education. Its design has benefited from developmental contact with Babcock4S, which supports whole school inclusion by working with schools and SEN coordinators in Surrey.

Successful completion of the two modules for SEN coordinators totalling 60 credits will enable students to apply for recognition of prior learning in order to undertake modules for the completion of the Masters of Research (Education) programme. The two modules for the Postgraduate Certificate in Special Educational Needs have been designed to provide appropriate research-informed learning experiences in preparation for the research-engaged modules on the MRes (Ed) programme, which culminates in the dissertation. Consequently, this course offers a route to the completion of a full master's award in Education.

Aims of the Programme

The aims of the programme 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.

Programme Learning Outcomes							
	Knowledge and Understanding On completion of the course students will be able to:			**Intellectual Skills** On completion of the course students will be able to			**Subject Practical Skills** On completion of the course students will be able to
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		C1	incorporate critically aware ethical dimensions at an advanced level to the process of leading effective learning in SEN
	Relevant modules	1, 2,		Relevant modules	1, 2		Relevant modules	1, 2,
A2	have a systematic understanding of professional knowledge relevant to coordinating SEN policy and practice		B2	develop advanced skills of analysis of complex sources and critically evaluate their applicability to securing effective interventions as SEN coordinators		C2	flexibly and creatively synthesise ideas to show how professional learning might be facilitated and led in SEN
	Relevant modules	1, 2		Relevant modules	1, 2		Relevant modules	2
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
	Relevant modules	1, 2		Relevant modules	1, 2		Relevant modules	2
A4	have a deep and systematic understanding of principles and practices of leadership and their relevance to the role of the SEN coordinator		B4	communicate cogently, and with evidential support, strategies which would improve outcomes for pupils with SEN and/or disabilities		C4	manage sustainable resources for interprofessional and multi-agency practice
	Relevant modules	2		Relevant modules	1, 2		Relevant modules	1, 2

In addition to the programme learning outcomes identified overleaf, the programme of study defined in this programme specification will allow students to develop a range of Key Skills as follows:

Key Skills						
Self Awareness Skills	Communication Skills	Interpersonal Skills	Research and information Literacy Skills	Numeracy Skills	Management & Leadership Skills	Creativity and Problem Solving Skills
Take responsibility for own learning and plan for and record own personal development KSA1	Express ideas clearly and unambiguously in writing and the spoken work KSB1	Work well with others in a group or team KSC1	Search for and select relevant sources of information KSD1	Collect data from primary and secondary sources and use appropriate methods to manipulate and analyse this data KSE1	Determine the scope of a task (or project) KSF1	Apply scientific and other knowledge to analyse and evaluate information and data and to find solutions to problems KSG1
Recognise own academic strengths and weaknesses, reflect on performance and progress and respond to feedback KSA2	Present, challenge and defend ideas and results effectively orally and in writing KSB2	Work flexibly and respond to change KSC2	Critically evaluate information and use it appropriately KSD2	Present and record data in appropriate formats KSE2	Identify resources needed to undertake the task (or project) and to schedule and manage the resources KSF2	Work with complex ideas and justify judgements made through effective use of evidence KSG2
Organise self effectively, agreeing and setting realistic targets, accessing support where appropriate and managing time to achieve targets KSA3	Actively listen and respond appropriately to ideas of others KSB3	Discuss and debate with others and make concession to reach agreement KSC3	Apply the ethical and legal requirements in both the access and use of information KSD3	Interpret and evaluate data to inform and justify arguments KSE3	Evidence ability to successfully complete and evaluate a task (or project), revising the plan where necessary KSF3	
Work effectively with limited supervision in unfamiliar contexts KSA4		Give, accept and respond to constructive feedback KSC4	Accurately cite and reference information sources KSD4	Be aware of issues of selection, accuracy and uncertainty in the collection and analysis of data KSE4	Motivate and direct others to enable an effective contribution from all participants KSF4	
		Show sensitivity and respect for diverse values and beliefs KSC5	Use software and IT technology as appropriate KSD5			

C. Entry Requirements

The minimum entry qualifications for the programme are:

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 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.

The completion of 60 credits enables the student to fulfil the requirement of the professional award for SEN coordinators. Eligibility for *The National Award for Special Educational Needs Coordination* 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).

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.

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.

Disclosure and Barring Services (DBS) clearance is a requirement and is usually undertaken by the employer prior to appointment.

Under the Data Protection Act 1998 information which is supplied be 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.

Programme Structure

This programme is offered in a part-time (1 year) mode and leads to the Postgraduate Certificate in Special Educational Needs. Intake is normally in September each year. The programme comprise two 30 credit modules at level 7.

Professional and Statutory Regulatory Bodies

The National SENCO award is currently awarded to students who successfully complete 60 masters' credits which fulfil the specified learning outcomes for the award (https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/354172/nasc-learning-outcomes-final.pdf) The importance of SENCOs in schools is reiterated in the *0-25 years SEND Code of Practice*. Every new SENCO in a mainstream school is required to gain the Master's level National Award for Special Educational Needs 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.

Work-based learning, including sandwich programmes

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.

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.

Level 7					
Compulsory modules	**Module code**	**Credit Value**	**Level**	**Teaching Block (part time)**	**% Coursework**
Critical reflections on the role of the SEN coordinator	tbc	30	7	Year 1 Semester 1	100%
Leading change and the role of the SEN coordinator	tbc	30	7	Year 1 Semester 2	100%
Option modules					
None					

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. Personal tutors will also provide proactive guidance to students who have been unable to secure opportunities for appropriate school visits.

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 and Babcock4S

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 and Babcock4S. 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 Statement

The programme benefits professionals with roles and responsibilities in Special Educational Needs who wish to advance their learning, research and leadership skills. Students deepen their employability skills as facilitators, co-ordinators, mediators and leaders of research-informed practice in SEN. *The National Award for SEN Co-ordination* provides transferable SENCO learning outcomes, which have been developed in the context of the Teachers' Standards. Achieving the learning outcomes enables new SENCOs to fulfil the leadership role, which is set out in the *SEND Code of Practice* (2014).

Key skills include taking individual responsibility for the learning process, enhancing interpersonal skills, undertaking information retrieval, data presentation and analysis, self-management and innovatory problem-solving in familiar and unfamiliar contexts. Further details of enhancing employability are provided in the Key Skills tables. Subject practical skills are identified as part of the Programme Learning Outcomes.

The importance of reflective practice, theoretical contextualisation and the acquisition of enquiry skills are shown throughout the programme. Education professionals can demonstrate their knowledge and understanding of relevant practice-oriented issues and disseminate their findings of SEN practice and policy in their professional setting.

The programme assists an exploration of professional advancement opportunities by maximizing 'our graduates' choices' (Kingston University *Led by Learning* 2.4). Award holders will return to mentor students on the programme, provide input and join the growing alumni network at Kingston University.

H. Approved Variants from the Undergraduate and Postgraduate Regulations

No variants are sought from the UMS.

I. 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/uploads/system/uploads/attachment_data/file/349053/Schools_Guide_to_the_0_to_25_SEND_code_of_Practice.pdf

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

Kingston University *Academic Guidance 2: University Level Descriptors 2016-2017* http://www.kingston.ac.uk/aboutkingstonuniversity/howtheuniversityworks/policiesand regulations/

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/uploads/system/uploads/attachment-data/file/354172/nase-earning-outcome-final.pdf

QAA (2008) *Higher Education Credit Framework for England: Guidance in Academic Credit Arrangements in Higher Education in England*
https://www.qaa.ac.uk/en/Publications/Documents/Academic-Credit-Framework.pdf

QAA (2015) *Master's Degree Characteristics Statement*
http://www.qaa.ac.uk/en/Publications/Documents/Masters-Degree-Characteristics-15.pdf

Development of Programme Learning Outcomes in Modules

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

Module code						**Level 7**				
		e.g. CH6101				Critical reflections on the role of the SEN coordinator	Leading change and the role of the SEN coordinator			
Knowledge & Understanding	A1					S	S			
	A2					S	S			
	A3					S	S			
	A4					S	S			
Intellectual Skills	B1					S	S			
	B2					S	S			
	B3					S	S			
	B4					S	S			
Practical Skills	C1					S	S			
	C2					S	S			
	C3					S	S			
	C4					S	S			

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

Technical Annex

Final Award(s): Postgraduate Certificate in Special Educational Needs

Intermediate Award(s): None

Minimum period of registration: 1 years (part time)
Maximum period of registration: 2 years (part time)
FHEQ Level for the Final Award: 7

QAA Subject Benchmark: Education
Modes of Delivery: Part-time
Language of Delivery: English
Faculty: Health Social Care and Education
School: Education
JACS code:
UCAS Code: N/A
Course Code:
Route Code: