

# PG Cert in Special Educational Needs Coordination

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Awarding institution	Bath Spa University
Teaching institution	Bath Spa University
School	School of Education
Main campus	Newton Park
Other sites of delivery	
Other Schools involved in delivery	N/A
Name of award(s)	Postgraduate Certificate in Special Educational Needs (SEN) Coordination
Qualification (final award)	Postgraduate Certificate in Special Educational Needs (SEN) Coordination  Note: Students who successfully complete the Postgraduate Certificate in Special Educational Needs (SEN) Coordination and successfully complete the professional portfolio also gain the professional award: National Award for SENCo
Intermediate awards available	None
Routes available	Part time
Duration of award	4 trimesters part time
Sandwich period	No

Modes of delivery offered	Bath Spa University (BSU): Campus based  Best Practice Network (BPN) sen7100  : Locations nationally
Regulatory Scheme (1)	Taught Postgraduate Framework
Professional, Statutory and Regulatory Body accreditation	National Award for SENCo (Professional Award)  NASEN: Provider partnership
Date of most recent PSRB approval (month and year)	November 2015
Renewal of PSRB approval due (month and year)	January 2018
UCAS code	n/a
Route code (SITS)	SENCOPGCERT
Relevant QAA Subject Benchmark Statements (including date of publication)	Masters Characteristics Statement (2015)
Date of most recent approval	August 2018
Date specification last updated	July 2019

[1] This should also be read in conjunction with the University's Qualifications Framework

## Programme Overview

The Postgraduate Certificate in SEN Coordination is designed to enable Special Educational Needs Coordinators (SENCo) professionals, , to complete the academic requirements for the *National Award for SEN Coordination (NA SENCo)*. The NA SENCo is a mandatory award for all SENCos new to post (DfE and DoH, 2015). SENCos who wish to achieve the National Award for SENCo must complete 60 credits at M level and must be able to demonstrate they have met the National Award for SENCo Learning Outcomes (NCTL, 2014).

The Postgraduate Certificate critically evaluates the role of the SENCo, including operational and strategic aspects, and considers how to manage the role effectively. Issues related to the role of SENCo in both theory and practice, including evidence based practice, leadership and management, including data, finance and personnel as well as working with stakeholders are examined from theoretical, policy and practical perspectives. The modules examine these aspects within the context of SEN and wider educational policy

Modules are taught through teaching sessions, typically lectures, workshops and whole day teaching sessions. Tutorial support is offered, particularly for writing at Masters Level.

Assessment of the modules is through coursework. The nature of the assignments varies to enable the students to develop a range of critical skills, independent thinking and academic rigour. Students are encouraged to become active participants in their own learning, developing original perspectives on the issues and topics discussed through wide reading and reflection on both their experiences and the literature.

Due to the professional nature of the award, students are not able to apply Accreditation of Prior Learning (APL).

For students who wish to continue and complete a full Master's degree, they are able to accredit their prior learning achieved through the Postgraduate Certificate in SEN Coordination towards the MA: Inclusive Education award.

## Programme Aims

1. To enable students to develop an in-depth knowledge and understanding of the SENCo role, informed by current practice, scholarship and research.
2. To enable the development of a critical awareness of current issues and developments in the area of Special Educational Needs and their role asSENCo.
3. To enable students to develop the ability to apply research to professional situations, both practical and theoretical.
4. To enable students to develop the ability to use a range of techniques and research methods applicable to their professional activities through supported, scaffolded activities.

## **Programme Intended Learning Outcomes (ILOs)**

(NB These ILOs are at level 7 of the FHEQ)

### A Subject-specific Skills and Knowledge

*You will demonstrate:*

- A1. A critical awareness of professional understanding within the field of SEN coordination, and the capacity to identify its significance and relevance in educational settings within national and global contexts
- A2. Knowledge and understanding of theoretical underpinnings associated with SEN coordination as presented in published research and policy literature.
- A3. The qualities and transferable skills necessary for professional practice which require the exercise of initiative and personal responsibility, decision making in a range of situations and the independent learning ability required for continuing professional development.

### B Cognitive and Intellectual Skills

*You will demonstrate:*

- B1. The ability to articulate a clearly structured and cohesive original argument
- B2. A development of personal effectiveness, self-awareness and self-management

### C Skills for Life and Work

*You will demonstrate:*

- C1. Autonomous learning (including time management) that demonstrates the exercise of initiative, personal responsibility and decision-making in complex and unpredictable situations and the independent learning ability required for continuing professional development.
- C2. Team working skills necessary to succeed in the global workplace, with an ability both to work in and lead teams effectively, as well as the ability to act autonomously in planning and implementing tasks at a professional or equivalent level.
- C3. Communication skills that show the ability to communicate clearly to specialist and non-specialist audiences knowledge at, or informed by, the forefront of the academic discipline, field of study or area of professional practice, and the conclusions drawn from dealing with complex issues systematically.
- C4. IT skills and digital literacy that demonstrate the ability to develop new skills to a high level and to approach complex issues systematically and creatively.

## Programme content

This programme comprises the following modules

Key: Core = C

Required = R

Required\*=R\*

Optional = O

Not available for this status = N/A

If a particular status is greyed out, it is not offered for this programme.

### Subject offered as single programme

Postgraduate Certificate SEN Coordination				Status	
Level	Code	Title	Credits	Single	Joint
7	SEN7100-30	The SENCo as a leader - policy to practice	30	C	
7	SEN7101-30	The role of the SENCo - provision for SEN	30	C	

## Assessment methods

A range of summative assessment tasks will be used to test the Intended Learning Outcomes in each module. These are indicated in the attached assessment map which shows which tasks are used in which modules.

Students will be supported in their development towards summative assessment by appropriate formative exercises.

## Work experience and placement opportunities

The majority of students on the award will be working in educational contexts. Such experiences will be drawn upon to develop critical reflection. In addition to this, students working towards the National Award for SENCo will be required to complete a Professional Portfolio which evidences the meeting of the National Award for SENCo Learning Outcomes (NCTL, 2014).

## Additional Costs Table

Module Code & Title	Type of Cost	Cost
N/A		

## Graduate Attributes

	Bath Spa Graduates...	In the Postgraduate Certificate in SEN Coordination this means...
1	Will be employable: equipped with the skills necessary to flourish in the global workplace, able to work in and lead teams	<p>Students who exit the award, with the National Award for SENCo, will be qualified SENCos and will therefore have obtained the qualification to enable teachers to work as a SENCo in any mainstream primary or secondary school in England.</p> <p>Students will have demonstrated, through their professional portfolios that they have met both the Level 7 and National Award Learning Outcomes related to the development of their leadership skills at both operational and strategic levels.</p> <p>Many of our students go on to become assistant, deputy and head teachers.</p>
2	Will be able to understand and manage complexity, diversity and change	<p>Students undertaking the Postgraduate Certificate are teaching professionals working within a variety of educational contexts. The award focuses on the development of leadership skills, required of SENCos, to manage and implement change. Due to the nature of the SENCo role, students will develop the skills to understand diversity, through the exploration of inclusive educational policy.</p>
3	Will be creative: able to innovate and to solve problems by working across disciplines as professional or artistic practitioners	<p>Students are expected to apply their learning in their professional contexts. Module two focuses on an exploration of professional practice, which requires the students to critically reflect and evaluate one aspect of their SENCo practice.</p> <p>Throughout sessions students are required to problem solve, reflect and innovate evidence based solutions for their educational contexts.</p>
4	Will be digitally literate: able to work at the interface of creativity and technology	<p>Students will be able to demonstrate an ability to use technology in the development of their own practice and that of others. Students will be introduced to subject specific technology, which they will be using in the workplace.</p>
5	Will be internationally networked: either by studying abroad for part of the their programme, or studying alongside students from overseas	<p>Students will be able to draw on the international networks at BSU, to build and extend relationships within the sector on a local, national and global level.</p> <p>Students will be expected to explore international perspectives on SEN and inclusion.</p>
6	Will be creative thinkers, doers and makers	<p>Students will develop creative thinking skills through reflection of their own professional practice in line with current research evidence. Students will apply such skills and will demonstrate the application of their learning in a practical sense in their work place.</p>

7	Will be critical thinkers: able to express their ideas in written and oral form, and possessing information literacy	Students will demonstrate criticality in their reading and writing activities and an ability to communicate in their assessments, both formatively and summatively.
8	Will be ethically aware: prepared for citizenship in a local, national and global context	The political and philosophical underpinning of this Postgraduate Certificate ensures the development of value perspectives.

## Modifications

### Module-level modifications

Code	Title	Nature of modification	Date(s) of approval and approving bodies	Date modification comes into effect
SEN71 00-30	The SENCO as a leader - from policy to practice	Change to assessment	IfE Learning and Teaching Quality Sub-committee, 14 June 2019	2019/20
SEN71 00-30	The SENCO as a leader - from policy to practice	Change to assessment	Education SQMC November 2019	2019/21
SEN71 01-30	The role of the SENCO: provision for SEN	Change to assessment	Education SQMC November 2019	2019/21

### Programme-level modifications

Nature of modification	Date(s) of approval and approving bodies	Date modification comes into effect

Attached as appendices:

1. Programme structure diagram
2. Map of module outcomes to level/programme outcomes
3. Assessment map
4. Module descriptors

## Appendix 1: Programme Structure Diagram

Level 7			
Year 1			Year 2
Trimester 1	Trimester 2	Trimester 3	Trimester 1
Core Modules			
SEN7100-30 The SENCO as a leader - from policy to practice		SEN7101-30 The role of the SENCO - provision for SEN	
<p><b>Rule Notes:</b> SEN7100-30 is taken over trimester 1 and 2. SEN7101-30 is taken over trimester 3 and trimester 1 of year 2. Module 1 must be completed prior to undertaking module 2.</p>			

## Appendix 2 – Map of module outcomes to level / programme outcomes

Level	Module Code	Module Title	Status (C,R, R* ,O)[1]	Intended Learning Outcomes									
				Subject specific Skills and Knowledge			Cognitive and Intellectual Skills		Skills for Life and Work				
				A1	A2	A3	B1	B2	C1	C2	C3	C4	
7	SEN7100-30	The SENCo as a leader - policy to practice	C	x	x	x	x	x	x			x	
7	SEN7101-30	The role of the SENCo - provision for SEN	C	x	x	x	x	x	x			x	

[1] C=Core, R=Required, R\*=Required\*, O=Optional

### Appendix 3: Map of summative assessment tasks by module

Level	Module Code	Module Title	Status (C, R, R*, O)[1]	Assessment method													
				Coursework					Practical				Written Examination				
				Reflective Account	Dissemination	Critical review of literature	Action research	Portfolio	Report	Performance	Practical Project	Practical skills	Presentation	Set exercises	Written Examination	In-class test (seen)	In-class test (unseen)
7	SEN7100-30	The SENCo as a leader - policy to practice	C	1 x 6000 words	or	1 x 6000 words		1 aspect critical evaluated (1500 words equiv)									
7	SEN7101-30	The role of the SENCo - provision for SEN	C	1 x 6000 words				1 aspect critical evaluated (1500 words equiv)									

[1] C=Core, R=Required, R\*=Required\*, O=Optional