

PG Cert in Special Educational Needs Coordination: Distance Learning

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Awarding institution	Bath Spa University
Teaching institution	Bath Spa University
School	School of Education
Main campus	Newton Park (Distance Learning)
Other sites of delivery	N/A
Other Schools involved in delivery	N/A
Name of award(s)	Postgraduate Certificate in Special Educational Needs (SEN) Coordination (Distance Learning)
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	Single
Duration of award	4 trimesters part-time
Sandwich period	No
Modes of delivery offered	Distance Learning
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)	BSU: February 2021 BPN: April 2018
Renewal of PSRB approval due (month and year)	BSU: February 2024 BPN: April 2021
UCAS code	N/A
Route code (SITS)	
Relevant QAA Subject Benchmark Statements (including date of publication)	Masters Characteristics Statement (February, 2020)
Date of most recent approval	
Date specification last updated	

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

Programme Overview

The Postgraduate Certificate in Special Educational Needs (SEN) Coordination (distance learning) is designed to enable Special Educational Needs Coordinators (SENCo), to complete the academic requirements for the National Award for SEN Coordination (NA SENCo) through online and facilitated distance learning. The NA SENCo is a mandatory award for all SENCos new to post (Department for Education and Department of Health, 2015). SENCos who wish to achieve the NA SENCo must hold Qualified Teacher Status (QTS), Early Years Teacher Status (EYTS) or Qualified Teacher Learning and Skills status (QTLS), complete 60 credits at Masters level and must be able to demonstrate they have met the NA SENCo Learning Outcomes (National College of Teaching and Leadership, 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

The Postgraduate Certificate is delivered through online facilitated and distance learning. The range of online learning tools we offer are designed to develop competencies in online communication and team working. Interactive teaching and learning are delivered via a virtual learning environment. Tutorial support is offered, particularly for writing at Masters Level.

Assessment of the modules is through coursework. The nature of the assignments enables 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 Masters in 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 as SENCo.
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)

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.

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

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 nonspecialist 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
7	SEN7200-30	The SENCo as a leader - policy to practice (DL)	30	C
7	SEN7201-30	The role of the SENCo - provision for SEN (DL)	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

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	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.
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

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

All students are part-time.

Students complete SEN7200 in Trimester 1 and Trimester 2.

Students complete SEN7201 in Trimester 3, with the option of an additional trimester (Trimester 1, Year 2) to complete the assignment due to the professional requirements of the award.

Time to complete the award is 12 - 16 months.

Appendix 2: Map of Intended Learning Outcomes

Please indicate (x) in the relevant boxes the modules in which level/programme Intended Learning Outcomes are being assessed.

(Note: not all modules will be expected to align with all ILOs for the level; rather, in designing each level of the programme, thought should be given to how the overall diet enables a student to meet all of the ILOs.)

(The number of columns can be adjusted to accommodate the ILOs as set out in the Programme Specification section of the Definitive Programme Document.)

Level	Module Code	Module Title	Status (C,R,R*,O)[4]	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	SEN7200-30	The SENCo as a leader - policy to practice (DL)	C	X	X	X	X	X	X	X	X	X
7	SEN7201-30	The role of the SENCo - provision for SEN (DL)	C	X	X	X	X	X	X	X	X	X

[4] C = Core; R = Required; R* = Required*; O = Optional

Appendix 3: Map of Summative Assessment Tasks by Module

Please indicate in the relevant boxes which summative assessment methods are used in each module and, where appropriate, the assessment length. Please delete or add columns and/or rows as necessary. An illustrative example, which should be deleted, is provided in the first line. The titles 'Coursework', 'Practical' and 'Examination' are the headings under which the University is required to return data for the Key Information Set (KIS) and should not be changed. The specific headings under those are the ones given in the KIS guidance issued to Schools by Student Services; please amend them as necessary to fit the summative assessment diet on this programme and the most appropriate of the KIS data headings.

Level	Module Code	Module Title	Status (C, R, R*, O)[5]	Assessment method												
				Coursework					Practical					Written Examination		
				Reflective Dissertation Account	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	SEN7-200-30	The SENCo as a leader - policy to practice (DL)	C	1 x 6000 words OR	1 x 6000 words		1 aspect critical evaluation (1500 words)									
7	SEN7-201-30	The role of the SENCo - provision for SEN (DL)	C	1 x 6000 words		1 aspect critical evaluation (1500 words)										

[5] C = Core; R = Required; R* = Required*; O = Optional