

Professional, Statutory or Regulatory Body (PSRB) accreditation or endorsement	Learning outcomes for National Award for Special Educational Needs Co-ordination (NASENCo) were established by the National College for Teaching and Learning. However, although the NASENCo qualification is a statutory requirement for all new special educational needs co-ordinators there is no longer a regulatory body.
HECoS code(s)	101087
UCAS Course Code	

Course Aims	<p>The aim of the course is to develop SENCos professional attributes and improve their knowledge and understanding of current legislation, theory and practice in the area of provision for special educational needs and disabilities in schools and colleges and their skills in analysing individual and institutional needs and developing interventions to meet these needs. The ultimate purpose is to support these SENCos to fulfil the leadership role in their own institution, as set out in the Special Educational Needs Code of Practice, 0 to 25 years (DfE, 2015), and support the increased participation and achievement of students with SEN and/or disabilities in schools and colleges. The key features of this leadership role are:</p> <ul style="list-style-type: none"> &bull; Overseeing the day-to-day operation of the school s/college s SEN policy; &bull; Coordinating provision for learners with SEN; &bull; Liaising with the relevant designated teacher where a looked after learner has SEN; &bull; Advising on a graduated approach to providing SEN Support; &bull; Advising on the deployment of the school s/college s delegated budget and other resources to meet learners needs effectively; &bull; Liaising with parents of children with SEN; &bull; Liaising with other schools of colleges, educational psychologists, health and social care professionals, and independent or voluntary bodies; &bull; Being a key point of contact with external agencies, especially the LA and LA support services; &bull; Liaising with potential next providers of education to ensure a young person and their parents are informed about options and a smooth transition is planned; &bull; Working with the head teacher and school or college governors to ensure that the school or college meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements; &bull; Ensuring that the school or college or maintained nursery keeps the records of all children with SEN up to date.

Upon successful completion of your course you should meet the appropriate learning outcomes for your award shown in the table below

Outcome

Award

**Course Learning
Outcomes**

	10	Critical understanding of ways to audit the quality of special educational needs and disability provision and practice across a school or college and identify priority areas for improvement; 11. Critical awareness and understanding of methodology appropriate to small-scale practitioner enquiry; 12. The ability to design a well-conceptualised and structured small-scale practitioner research project focused on improving an area of identified weakness. 13. Critical evaluation of design and the implementation of a small-scale practitioner research; 14. The ability clearly to structure an analytical report of the implementation and effectiveness of a small-scale practitioner research project. 15. Students who are awarded the University Advanced Professional Certificate in Education Studies will achieve the learning outcomes for Unit 1 only, i.e. the first 7 threshold criteria above	Postgraduate Certificate in Education (National Award for Special Educational Needs Co-ordination)
	11	Critical awareness and understanding of methodology appropriate to small-scale practitioner enquiry;	Postgraduate Certificate in Education (National Award for Special Educational Needs Co-ordination)
	12	The ability to design a well-conceptualised and structured small-scale practitioner research project focused on improving an area of identified weakness.	Postgraduate Certificate in Education (National Award for Special Educational Needs Co-ordination)
	13	Critical evaluation of design and the implementation of a small-scale practitioner research;	Postgraduate Certificate in Education (National Award for Special Educational Needs Co-ordination)
	14	The ability clearly to structure an analytical report of the implementation and effectiveness of a small-scale practitioner research project.	Postgraduate Certificate in Education (National Award for Special Educational Needs Co-ordination)

The Postgraduate Certificate in Education (National Award for Special Educational Needs Co-ordination) entails 600 hours of study. In order to facilitate personalised learning, a blended learning approach is used. Part of this study is work-based, online and self-directed study. This requires that students are familiar with the use of BREO. Each unit will be taught through a combination of taught sessions around key topics, each session supported by guided reading.

Course delivery is planned to provide a balance of tutor input and student centred learning appropriate to this level of study. The taught sessions will use a variety of learning approaches, including seminar sessions, small group work, practical and theoretical exercises, student presentations and formal lectures. Key tutor led strategies include lectures, seminars, tutorials, workshops and research supervision. Strategies to encourage autonomous learning include preparation and research for on-line seminars, oral presentations (group and individual), 233.44e05 ma891sessments. Face-to-face sessions make full use of student own peer group and promote reciprocal learning as much as possible. Course participants are encouraged to draw on their own educational experiences and contexts and where relevant to present for discussion material they have prepared. Guest speakers contribute material related to practise that exemplify theoretical issues and concepts.

Teaching, learning and assessment strategies

The course requires students to draw upon complex material and engage with texts appropriate to the challenge of Masters level work (for example, primary research monographs, journal articles, government documents) and meets the QAA descriptors of the attributes of a graduate at Masters level. Both units utilise BREQ, as appropriate, as part of the teaching strategies to enhance student learning.

Autonomous learning

Autonomous learning is a key component of this course. Students are encouraged to take the initiative and responsibility in managing their learning, identifying problems and resolving them. This is facilitated through on-line seminar papers and discussions, directed reading, and through assessed work. Both units are supported by the personal tutor.

On-line learning and BREQ

Up to date materials relating to current legislation and guidance documents relating to policy, provision and inclusive practices in the area of special educational needs and disabilities in schools and colleges from the Department for Education (DfE) and from other government and reputable sources are continually added to the unit web sites to ensure currency and relevance of resources to support students' practical work in schools and colleges and small-scale research projects.

In addition, the Education Masters Organisation on BREQ is used extensively on the MA Education course. Students new to the university are offered an induction to BREQ. The Education Masters Organisation allows students to access resources from all of the Education Masters awards and therefore is an extensive resource to support learners.

Assessment

Each unit in this course has its own assessment. Wherever possible, the specific focus of assignments is negotiated individually between the unit tutor and the student, within the parameters of the unit, in order to ensure that the assignment meets the personal and professional needs of the student. The course provides students with a carefully planned and coherent sequence of learning opportunities that facilitate their development via diagnostic, formative and summative assessments.

There are six assessments across the two units. The first assessment in Unit 1 requires application of personal understanding of current legislation and associated Regulations to the individual context with a critical and analytical reflection on the extent to which current school or college practice is both inclusive and compliant with the law. Assessments then move to a focus on

	<p>synthesis, comparison, contrast and to critically evaluate theoretical and methodological concepts. The assessments are designed to test understanding of theoretical concepts through their application to a given context.</p> <p>The assessments test the ability to construct a reasoned, sustained and coherent argument, and to articulate it fluently. Students are required to demonstrate an appropriate level of research, of independent argument, and to reference in an appropriate way. They will also provide evidence of knowledge and understanding, allow students the opportunity to express their individual responses to a topic or issue, and to demonstrate research into a given topic.</p> <p>Through the assessments designed for units, students will practise and reinforce skills in information technology and information retrieval (e.g. word processing, internet and electronic journal searching), quantitative and qualitative data handling, skills using IT, together with Key Skills and skills associated with conventional academic tasks.</p> <p>Unit assessment is based on specified learning outcomes and assessment criteria. The assessment must be passed for students to complete the unit. The unit templates state clearly the aims, objectives and learning outcomes of the unit, and delineate the criteria of assessment for each outcome. The unit assessment feedback forms refer back to the criteria for M-level study as well as the learning outcomes for the TDA (now National College for Teaching and Leadership) National Award, and offer detailed comment to the student on the assessment piece.</p> <p>Both units must be passed (credited) at the appropriate level to achieve the qualification. In summary:</p> <ul style="list-style-type: none"> • Units are assessed by the production of evidence to meet the unit outcomes specified for the Level of award for which the student is enrolled, and meeting the appropriate Level Criteria as specified in the Handbook. • All outcomes must be met for a unit to be credited. <p>Students must submit for a unit within one year of starting it. There is a formal requirement to request deferral to the Course Board (Assessment) after the conclusion of teaching for the unit. Any deferral is subject to UoB regulations.</p>
<p>Learning support</p>	<p>The University's comprehensive student support service includes: Student Information Desk, a one-stop shop for any initial enquiries; Student Support team advising and supporting those with physical or learning needs or more general student well being; Study Hub team providing academic skills guidance; Personal Academic Tutoring system; a student managed Peer-Assisted Learning scheme; support from your lecturers</p>
	<p>https://www.beds.ac.uk/entryrequirements</p>

Admissions Criteria

Approved Variations and Additions to Standard Admission

In addition course participants will need to:

- be practising teachers working in the area of special educational needs provision in schools, early years settings or FE colleges;
- study EDC004-6 or EDC111-6 in advance of EDC047-6;
- have regular (i.e. several times a week) access to a computer.
- Please note that, to be a SENCo in a relevant school (i.e. a mainstream school in England), the Special Educational Needs and Disability Regulations (2014) require you also to:
- have qualified teacher status (QTS);
- have passed your probationary period.

<https://www.beds.ac.uk/about-us/our-university/academic-information>

Note: Be aware that our regulations change every year

Assessment Regulations

Approved Variations and Additions to Standard Assessment Regulations

N/A

Section C: Assessment Plan

The course is assessed as follows :

PCSENABP-

Unit Code	Level	Period	Core/Option	Ass 1 Type code	Ass 1 Submit wk	Ass 2 Type code	Ass 2 Submit wk	Ass 3 Type code	Ass 3 Submit wk	Ass 4 Type code	Ass 4 Submit wk
EDC004-6	7	30 WEEKS	Core	CW-RW	6	CW-CS	14	WR-I	20		
EDC047-6	7	30 WEEKS	Core	WR-I	6	CW-CS	12	PJ-PROJ	30		

Glossary of Terms for Assessment Type Codes

CW-CS	Coursework - Case Study
CW-RW	Coursework - Reflective Writing
WR-I	Coursework - Individual Report

Administrative Information

School	School of Education
Head of School/Department	Andy Goodwyn
Course Coordinator	Janice Wearmouth