Programme Specification

University of Cumbria

Programme Title and Name of Award	Postgraduate Certificate National Award for Special Educational Needs Coordination		
Academic Level	7	**Total Credits**	60
Professional Body Accreditation / Qualification	National Award for Special Educational Needs Coordination (NASEN)		
Date of Professional Body Accreditation	not applicable	**Accreditation Period**	not applicable
UCAS Code	Not applicable		
HECoS Code	101246		
Criteria for Admission to the Programme	The University's standard criteria for admissions apply. Please refer to the Applicant Information pages of the University website for more information. For APL, please refer to the University website. Detailed criteria for admission to this programme can be found on the programme webpage: http://www.cumbria.ac.uk/study/courses/postgraduate/national-award-for-sen-coordination/ The following additional requirements apply for entry to this programme: Applicants must be qualified teachers employed in their educational setting and have access to the opportunity to perform the duties of a SENCo and/or shadow the role. Applicants must also have the full support of the Headteacher or Principal of their educational setting The University's standard criteria for admissions apply. Please refer to the Applicant Information pages of the University website for more information. For APL, please refer to the University website. Successful completion of the NASc award allows students to APL into the MA Education Professional Practice for further Masters level study		
Teaching Institution	University of Cumbria		
Owning Department	Institute of Education		
Programme delivered in conjunction with	N/A		

Principal Mode of Delivery	Face to face blended with distance learning
Pattern of Delivery	Part time
Delivery Site(s)	Lancaster Campus; Carlisle Campus, plus other sites in accordance with UoC Procedures for the Approval and Management of Offsite Delivery.
Programme Length	3 years
Higher Education Achievement Report (HEAR)	N/A
Exit Awards	You may be awarded one of the following Exit Awards if you fail to achieve the requirements of the full programme. Postgraduate Certificate in Education (in the absence of the qualificatory portfolio element)
Period of Approval	1st January 2020 to 31st December 2026

This programme has been approved (validated) by the University of Cumbria as suitable for a range of delivery modes, delivery patterns, and delivery sites. This level of potential flexibility does not reflect a commitment on behalf of the University to offer the programme by all modes/patterns and at all locations in every academic cycle. The details of the programme offered for a particular intake year will be as detailed on the programme webpage https://www.cumbria.ac.uk/study/courses/postgraduate/national-award-for-sen-coordination/

Cumbria Graduate Attributes

Throughout your studies, you will be provided with the skills and knowledge relevant to the global workplace. All successful graduates of the University of Cumbria will be:

- Enquiring and open to change
- Self-reliant, adaptable and flexible
- Confident in your discipline as it develops and changes over time
- Capable of working across disciplines and working well with others
- Confident in your digital capabilities
- Able to manage your own professional and personal development
- A global citizen, socially responsible and aware of the potential contribution of your work to the cultural and economic wellbeing of the community and its impact on the environment
- A leader of people and of places
- Ambitious and proud

Programme Features

This programme is built upon the success of our previous programme whereby hundreds of SENCos have qualified to hold the National Award for SEN Coordination.

SENCOs play a very important role in leading the co-ordination of provision for children and young people with special educational needs and disabilities (SEND) in schools. Legislation introduced in 2008 prescribes the qualifications and experience a teacher should have to be designated a SENCO and the governing bodies' functions relating to the key responsibilities of the SENCO. In September 2009, it became law for every new SENCO in a mainstream school to gain the Master's-level National Award for Special Educational Needs Coordinator within 3 years of taking up your post.

The role of SENCO is varied and complex but this programme will equip you with the skills and knowledge which will allow you to carry this role out effectively .The role of SENCO in an educational setting is also critical in terms of ensuring success and achievement for all children and young people and especially for those with additional educational and personal needs. The SENCO plays a pivotal role in ensuring that the provision offered is of the highest quality and that all young people have access to the appropriate support in order for them to achieve success in life .

Many of those qualifying with the University of Cumbria have come to us by word of mouth recommendations from our alumni. They particularly valued the face to face teaching elements of the course, the extensive and supportive formative feedback process and the encouragement they received, not only from their tutors, but, crucially, from one another, as they entered into, and worked within, new networks of enduring support.

The programme encompasses and reflects the following University of Cumbria portfolio themes and curriculum focus areas:

- Portfolio themes: Physical and mental health and wellbeing; Innovation and entrepreneurship; Environment and sustainability. You are acutely aware of the impact of mental health and wellbeing as this is a key area of focus for your work within various educational settings .You will have access to the University of Cumbria's support services and you can be signposted to additional services as appropriate .The External Examiners have praised the programme in the past for the use of innovative assessment methods particularly whilst working at masters level .You will see that each assessment is meaningful and relevant with clear links to your daily SENCO duties.

- Curriculum focus areas: Creativity and leadership skills; Employability and graduate attributes; Partnerships with industry and community. You will be given the opportunity to develop strategic and operational leadership skills in order to lead and manage the complex area of SEN provision for children and young people .The course is not intended to teach you how to become a SENCO but focuses upon the effective leadership of this area in a wide range of educational settings. You are all employed in educational settings in either full time or part time roles, and successful completion of this course can often lead to further career progression. As SENCO's you will value and have nurtured close links with the communities in which you serve. The course will give you the opportunity to strive to positively engage with the wider communities and support agencies to improve the opportunities for all pupils and young adults.

The assessment used is innovative and highly relevant to the role of the SENCo, based upon real tasks and useful in demonstrating best practice. A highly structured and appropriate bank of further tasks, prepare you in achievable steps for the assessment process, the portfolio of evidence, which will be built up incrementally, and for the SENCO role which you are undertaking..

Those teaching, leading and managing the programme are highly experienced, not only as former SENCos themselves, but also in teaching and supporting participants over a number of years since the inception of the National Award. They are approachable, supportive and care deeply about supporting you as you juggle the competing demands of the course, your work and your life.

Whilst there are opportunities for you to step out of role and immerse yourself in the course during the face to face components, there is a sense of continuity between the course and your work and your network of colleagues and tutors, supported by the personal professional reflective development portfolio.

Applicants who have successfully completed the National Award for Special Educational Needs with the University of Cumbria shall be permitted to gain entry with advanced standing onto the MA Educational Professional Practice Programme (MAEPP).The NASC award carries 60 M level specialised credits which could be APL'D into the Inclusionary Practice named pathway on the MAEPP.

Aims of the Programme

The overall aims of the Programme are:

1. know and understand the statutory and regulatory context for SEN and disability equality and the implications for practice in their educational setting. SENCos will also develop their understanding of how SEN and disabilities affect pupils' participation and learning, strategies for improving outcomes for these pupils and consider how best to draw upon external sources of support and expertise. They will consider how to develop, implement, monitor and evaluate systems to identify affected pupils, set challenging targets for them, plan and intervene to secure positive outcomes for pupils. SENCos will develop and demonstrate the personal and professional qualities to shape an ethos and culture based upon person-centred, inclusive practice in which the interests and needs of children and young people with SEN and/or disabilities are at the heart of all that takes place.

2. understand the characteristics of effective personal and team leadership, the processes and tools needed to lead and manage change in schools and promote continuous professional development-led improvement. They should be equipped to work strategically with, lead, coach, mentor and challenge colleagues and, as needed, senior colleagues and governors, advising, influencing and promoting best inclusive practice through expectations, policy, systems development and evidence-based practices in teaching and learning.

3. deploy and manage staff effectively, ensuring efficient use of resources, generate and critically evaluate evidence about learning, teaching and assessment to inform practice and enable others to select, use, and adapt approaches, strategies, and resources to personalise provision and improve practice. They should feel confident to develop, implement, monitor and evaluate systems to identify pupils, inform staff about needs and achievement, set challenging targets, plan and intervene to meet needs, record, review progress, make effective use of data to evaluate and report impact on progress and outcomes for pupils with SEN, securing appropriate arrangements for assessments.

Level Descriptors

Level Descriptors describe in general terms the expected outcomes you will achieve at each level of study as you progress through your programmes. They describe the relative demand, complexity, depth of learning and learner autonomy associated with a particular level of learning and achievement. The University's Level Descriptors are aligned to the national Framework for Higher Education Qualifications (FHEQ) and are a key mechanism for ensuring the academic standards of the University's provision.

At Level 7 (Usually Master's level), you will be able to demonstrate that you have the ability:

- To display a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of your academic discipline, field of study or area of professional practice.
- Employ advanced subject-specific and cognitive skills to enable decision-making in complex and unpredictable situations.
- Generate new ideas and support the achievement of desired outcomes
- Accept accountability for decision making including the use of supervision
- Analyse complex concepts and professional situations by means of synthesis of personal and work place reflection and data drawn from scholarship and research in the field.

Programme Outcomes – Knowledge and Understanding

The programme provides opportunities for you to develop and demonstrate the following:

[Part A refers to the categorisation of the learning outcomes required by the NCTL at the time of validation]

K1. [Part A:1] The statutory and regulatory context for SEN and disability equality and the implications for practice in their educational setting

K2. [Part A:2] The principles and practice of leadership in different contexts

K3. [Part A:3] How SEN and disabilities affect pupils' participation and learning

K4. [Part A:4] Strategies for improving outcomes for pupils with SEN and/or disabilities

Programme Outcomes – Skills and other Attributes (including Employability Skills)

The programme provides opportunities for you to develop and demonstrate the following:

[Parts A, B and C refer to the categorisation of the learning outcomes required by the NCTL at the time of validation]

S1. [Part B:5] *Working strategically* with senior colleagues and governors, *advising, influencing* a person-centred and inclusive ethos, policies, priorities and practice (5.1); *promoting* a whole school culture of high expectations and best practice (5.2); ensuring SEN policy is embedded in setting's performance management, self-evaluation and improvement planning (5.4); *commissioning* and *deploying* appropriate resources, *evaluating* and *reporting* upon their impacts, outcomes and effectiveness (5.5)

S2. [Part B:6] *Leading, developing* and *challenging* senior leaders, colleagues and governors to meet their statutory responsibilities (6.1); promoting improvement in teaching and learning to identify and meet the needs of pupils with SEN/D within a person-centred approach (6.2); *modelling effective practice* including coaching and mentoring colleagues (6.3); *leading staff professional development* to improve practice and take responsibility for removing barriers to participation and learning (6.4); *deploying and managing staff effectively* ensuring efficient use of resources and improving progress of pupils with SEN/D (6.5)

S3. [Part B:7] *Critically evaluating evidence* about learning, teaching and assessment in relation to pupils with SEN to inform practice and enable senior leaders and teachers to: select, use and adapt

approaches, strategies and resources for assessment, *personalising* it for children with SEN/D (7.1); *drawing upon relevant research* and inspection evidence about teaching and learning in relation to pupils with SEN/D to improve practice (7.2); *undertake small-scale practitioner enquiry* to identify, develop and *rigorously evaluate* effective practice in teaching children with SEN/D (7.3)

S4. [Part B:8] *Developing effective working partnerships* with professionals in other services and agencies to support a coherent, coordinated and effective approach to supporting pupils with SEN/D (8.1); *promoting, facilitating and supporting effective multi-agency working* through approaches such as person-centred planning, 'team around the child/family', the Common Assessment Framework (CAF) and the Education Health and Care Plan (EHC) (8.2); *interpreting specialist information* and demonstrating how it has been used to improve teaching, learning and outcomes (8.3); *ensuring continuity* of support and progression at key transition points (8.4)

S5. [Part B:9] *Developing, implementing, monitoring* and *evaluating systems* to: *identify* pupils (9.1); *inform* staff about learning, emotional, social, mental health needs and achievement of pupils with SEN/D (9.2); *set challenging targets* (9.3) *plan and intervene to meet the needs* of (9.4) *record and review* the progress of (9.5) pupils with SEN/D; *make effective use of data to evaluate and report upon the effectiveness of provision* and impact upon progress and outcomes (9.6); ensure appropriate arrangements are put in place for pupils with SEN/D undertaking national tests, assessments or accreditation (9.7)

S6. [Part C:1] *High expectations* for all pupils with SEN/D

S7. [Part C:2] *Person-centeredness of approach* to build upon and extend the experiences, interests, skills and knowledge of pupils with SEN/D

S8. [Part C:3] *Enabling the voices* of children and young people, ensuring that they are heard and influence decision-making about their learning and well-being

S9. [Part C:4] *Encouraging parents and carers to take the lead and work in partnership* in securing their children's achievement, progress and well-being.

External and Internal Reference Points

The following Subject Benchmark Statements and other external and internal reference points have been used to inform the Programme Outcomes:

National College for Teaching and Leadership National Award for SEN Co-ordination Learning Outcomes (2014) (available at:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/354172/nasc-learning-outcomes-final.pdf)

The course is also informed by The Quality Code of the QAA (available at:
http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code)

And the benchmarks of the QAA for master's degree characteristics (available at:
http://www.qaa.ac.uk/en/Publications/Documents/Masters-Degree-Characteristics-2010.pdf)

Graduate Prospects

All students on this programme are already employed in school based settings in either a part time or full time role.

Learning, Teaching and Assessment Strategies employed to enable the Programme Outcomes to be Achieved and Demonstrated

1. We place student learning at the heart of what we do:

We develop programmes which facilitate learning that is experiential, creative and sustainable; that brings together theory and practice in a powerful combination to provide an educational experience that is inspirational for students and relevant to their future aspirations. Collaborative and experiential learning methods are used face to face and these link strongly to practice. Networking and critical friendship is encouraged actively. This is mediated further through the use of Blackboard as a Virtual Learning Environment (VLE).

2. We promote learning partnerships:

Our programme has been developed in partnership with students, professional organisations and services and academic teams to ensure that they are relevant and valuable to our participants, the children and young people in their care, their colleagues, region and wider society.

3. We embrace innovative approaches to learning and teaching:

We encourage high quality flexible learning opportunities that meet the needs of our students and our institutional context. Programmes are designed to be accessible and inclusive through flexible delivery and the appropriate use of learning technology to support a high quality student experience. Using proven and innovative teaching methods we encourage students to develop the skills necessary to the contemporary professional environment.

4. Your programme is devised and taught by well qualified, high quality staff:

Our teaching staff create, share and disseminate new knowledge through their disciplinary research, teaching, academic enterprise and partnerships and use their pedagogical and professional expertise to promote an environment for students to realise their full potential. Staff who support student learning provide high quality, student focused services which, in combination with their taught programmes, provide a holistic student experience. Tutors begin from a person-centred philosophy which is reflected throughout their interactions with programme participants. They believe in scholarly activity, evidence-based practice and modelling the compassion and professional concern which is characteristic of those who become SENCos. The programme is lead and taught by tutors who have been a SENCo themselves.

5. We devise assessments of relevance and support you in completing them:

Assessments are devised which enable SENCos to respond to needs within their own settings. Three assessments – two small tutorial group-based presentations (case study and change project); one report on research conducted are supported mutually by participants. Tutors provide formative feedback and are accessible through email and for tutorial support. A bank of tasks is provided which form the evidence needed to produce a qualificatory portfolio to meet the nationally recognised outcomes for the award in operation at the time of the course. These will be kept current in the light of relevant legislative changes, frameworks and guidance in operation.

As a student at the University of Cumbria, you are part of an inclusive learning community that recognises diversity. You will have opportunities to learn by interacting with others in a collegiate, facilitative and dynamic learning environment. Teaching, assessment and student support will allow equal and equitable opportunities for you to optimise your potential and develop autonomy.

We seek to create a stimulating and innovative community of learning, whether encountered on campus or at a distance, on placement or in the workplace. Facilitated by our expert practitioner staff, you will experience a learning environment that is well equipped, flexible, and stimulating.

Provide a summary of your programme-specific learning and teaching approaches and methodologies under the subheadings below, with appropriate references to the UoC Learning, Teaching and

Assessment Strategy 2017-22.

Learning and Teaching

Ensure that your learning and teaching methods:

- Promote the development of inclusive practice and address a range of learner types
- Use learning technology to promote student learning and achievement
- Provide active learning and social learning opportunities
- Provide appropriate engagement and facilitation models for distance, online and flexible learning students
- Embed principles of internationalisation and draw on global perspectives
- Embed principles of employability and entrepreneurial skills development
- Are optimised for your chosen modes and patterns of programme delivery
- Foster aspiration and career readiness through work-based, experiential and inter-professional learning
- Are relevant to the needs of the workplace, emphasising problem-solving and the interaction of theory and practice
- Outline the processes for the practical management and quality assurance of any work-related learning or placement activity
- Use research-informed teaching, drawing on industry-based knowledge and expertise

Also give detail on general/specialist teaching accommodation and equipment available to students on this programme

Summative and Formative Assessment

Ensure that your assessment methods:

- Are designed to provide a creative and balanced strategy across the programme
- Provide a range of engaging and challenging opportunities
- Enable the valid testing of the programme learning outcomes
- Are optimised for your chosen modes and patterns of programme delivery
- Are designed in such a way as to avoid the 'bunching' of submission deadlines
- Promote the concept of 'assessment for learning' to enable the development of independent and autonomous thinkers
- Provide a relevant and practicable workload for both students and staff which enables anonymous marking and timely feedback
- Are relevant to the needs of the workplace, allowing for authentic assessment and effective feedback to enable student success

Student Support

- **Initial induction** will be undertaken by the team, supported by staff from the library and academic support team to ensure that you are able to access Blackboard and Pebblepad (our VLE's). Our intention will be to invite a member of your school's senior leadership team, or your designated SEN Governor, to at least part of the induction process, to invite them to become familiar with the considerable demands of the course and to seek reassurances about the levels

of support which you are able to expect from them. You will be provided with clear information about the course requirements and offered the change to clarify any uncertainties. Throughout the course, there will be a personal tutor allocated to you with whom you may discuss any concerns, and from whom you may receive support in navigating our university systems (such as those for extensions and extenuating circumstances, should those need to be activated). For your part, we need you to undertake to let us know of any difficulties which are affecting your progress and to provide us with the opportunity to help you. In the very unfortunate event that life events mean that you are unable to continue with the course, a key conversation will be with your personal tutor who can advise you and assist you with your decision.

- During the course of the three modules leading to the National Award, you will create a reflective **personal & professional development portfolio** in three parts. This portfolio will contain an eclectic collection of personal and professional audits, planning tools, structured exercises, responses to wider reading, records of activities, reflective writing and action plans. This will also contain ethical and other requirements for the conduct of your small-scale practitioner research. The creation of this series of portfolio parts is compulsory and each element must be present in order to equip you to demonstrate the NCTL Learning Outcomes for the Award. The portfolio will provide useful evidence of professional activity relating to your setting and be valuable during inspection and performance management.

- Teaching will take place in rooms with wi-fi access. The Library at Lancaster has 24hr computer access. Blackboard and Pebblepad (VLE's) will form a repository for all the materials needed for the coursework and assessment and contain leads to extended reading for the course. It will also hold a bank of crown copyright free-to-download government guidance and other sources and links to resources permitted to be held.

- **Tutorials** form a key element of the course. You will be allocated a personal tutor and this will usually be the designated Module leader .There will also be a programme leader who will offer additional tutorial support and tutorial advice throughout the duration of the course .There will be opportunities for participants to form their own tutorial groups and peer tutoring will be a valued process by which critical friendships are established. These tutorial groups will be able to operate remotely and outside the face to face teaching context and they are encouraged to meet in one another's schools or settings. Groups are invited to include a tutor in a suitably arranged meeting. Individual tutorials can be arranged face to face, or, where geography or circumstances indicate, by telephone, or by video calling...

- As this is a programme with **blended learning**, every effort will be made to ensure that, between the face to face elements of the course, a prompt response is given to any requests for support, emails and with formative feedback. Blackboard sites will be structured clearly and sympathetically to provide access to information needed. A course handbook will be provided for all participants. Although we cannot discuss individual participants' progress with others than themselves, we also rely upon participants, or, if they are unable, the senior leaders in their schools or settings to let us know of any significant period of absence which may have an impact upon the course. The team would always wish to support and aid navigation of the support systems of the university including access to counselling and well-being services and, in matters of assessment, the extenuating circumstances and the appeals process.

As a student of the University of Cumbria, you will be taught by academics and expert practitioners who facilitate learning through structured inquiry. You will be provided with access to high quality academic resources through physical and digital libraries and will be supported to develop skills that enable you to become a critical, reflective, discerning and independent learner and researcher.

Personal Development Planning

Personal Development Planning (PDP) is a process designed to enable you to think about, and plan for, your own personal, academic and career development. Throughout your course you will be encouraged to reflect on your progress and achievements, and to identify areas you wish to develop and improve

on. The use of audit tools and action planning at the beginning of the course will support this process. Key elements of the qualificatory portfolio are also directly aligned to this approach.

Library and Academic Support (based in Information Services)

Module leaders will collaborate with Library and Academic Advisors to ensure that your reading and resource lists are current and items are available via the library discovery tool OneSearch. In order to maximise access, availability and usefulness, ebooks and electronic journal titles will, in most cases, be prioritised. You can access a wide range of electronic and print content using OneSearch and you can find out more about key texts, databases and journals for your subject by accessing the library's subject resources webpages. Where appropriate, module reading and resource lists will be made available to you electronically using the University's online reading and resource list system.

The Skills@Cumbria service can help support your academic skills and success throughout your programme. The service is delivered by a team of professional Library and Academic Advisors. It includes a suite of online self-help resources accessible 24/7 via the University's website and Blackboard site. It also provides group and individual advice and guidance accessible through and alongside your course and by different means such as face to face, email or virtual. Visit skills@cumbria for more details.

IT and Technical Support

Technology is an invaluable asset when it comes to studying, so it's important you know how to make the most out of the excellent facilities we have available. Our aim is to ensure you can access university electronic resources from anywhere or any device, whether on or off campus. The Student Hub is your one-stop gateway to all university systems, Outlook email, and OneDrive.

Whether you consider yourself a computer expert or you're not confident about your IT skills, we're always around to ensure you get the level of support you need. We have a wealth of information and support available on the website and have a dedicated IT Service Desk where you can talk to someone by phone or log your question online from anywhere, at any time.

Student Support Services

Student Support Services offer a wide range of support, including: careers and employability, financial help, counselling, health and wellbeing and support for disabled students and those with specific learning requirements. We also offer mentoring by trained students which you can request at any point during your studies. We know that you want to get the most out of your programme, make the best use of your time and find or continue in the career you always dreamed of. Access university support and facilities easily and quickly via the website and/or via the Student Services guidance tile on the Student Hub.

In addition to the range of guidance above, you have the opportunity to further develop your personal, academic and professional skills by taking part in a number of initiatives coordinated and delivered by professional services advisers:

Preparing for Postgraduate Study This free online pre-entry Master's level course is available free of charge through the Open Education Platform powered by Blackboard as is Head Start Plus. It provides a useful insight into the academic requirements of study at postgraduate level and is recommended to students who are about to start their PG qualification.

To access the course simply follow the link to https://openeducation.blackboard.com/cumbria and set-up a free account with Open Education. Once logged on, select the course free of charge and work through it at your own pace.

Mature Students' Events

Whether it is a coffee morning, lunchtime gathering or a social event, there are events happening throughout the year to link you up with other mature students who will also be juggling a number of commitments alongside their studies. Look out for these via Blackboard site information.

Career Ahead+

Career Ahead+ is the University of Cumbria's Employability Award. . Contact careerahead@cumbria.ac.uk or visit www.cumbria.ac.uk/careerahead for more information.

Programme Curriculum Map					
Academic Level	**Module Code**	**Module Title**	**Credits**	**Module Status***	**Programme Outcomes achieved**
7	MASC7001	The SENCo, The Child and the Family	20	Core	K1, K3, K4 S4, S6, S7, S8, S9
7	MASC7002	The SENCo: Leader of Change	20	Core	K2 S1, S2, S6
7	MASC7003	The SENCo: Innovating and Evaluating Practice	20	Core	S1, S2, S3, S5, S6, S7, S8, S9
7	MASC9001	Reflective Personal & Professional Development Portfolio	0	Qualificatory	K1, K2, K3, K4 S1, S2, S3, S4, S5, S6, S7, S8, S9

Notes

Since the course prepares participants for the National Award for SEN Coordination, applicants must be practising, graduate teachers with Qualified Teacher Status (QTS) (or QTLS). They must be employed as a teacher in their educational setting and have the opportunity to practise as a SENCo, assistant SENCo or equivalent.

According to the SEN Code of Practice (2014), the National Award '**must** be a postgraduate course at least equivalent to 60 credits at postgraduate study' (p.108)

All three modules must be completed successfully and in all components. It is not possible to aggregate marks in order to offset a failing mark since all components of assessment are considered 'core'. This relates specifically to the need for participants to have demonstrated all of the relevant, current NCTL Learning Outcomes (a nationally accepted requirement for conferment of the Award).

This programme operates in accordance with the University's Academic Regulations and Academic Procedures and Processes.

[delete if not applicable]N/A.

- A failed student will not be permitted to re-register on the same programme

* **Key to Module Statuses**	
Core Modules	Must be taken and must be successfully passed
Compulsory Modules	Must be taken although it may possible to condone/compensate as a marginal fail (within the limits set out in the Academic Regulations and provided that all core or pass/fail elements of module assessment have been passed)
Optional Modules	Are a set of modules from which you will be required to choose a set number to study. Once chosen, it may possible to condone/compensate as a marginal fail (within the limits set out in the Academic Regulations and provided that all core or pass/fail elements of module assessment have been passed)
Qualificatory Units	These are non- credit-bearing pass/fail components that are used to satisfy relevant professional, statutory or regulatory body professional requirements that are associated with the programme

Programme Delivery Structure:				
Module Code	**Module Title**	**Delivery Pattern**	**Method(s) of Assessment**	**Approximate Assessment Deadline**
		Autumn Semester / Spring Semester / Extended Spring Semester / Year-Long		
MASC7001	The SENCo, the Child and the Family	Spring Semester /Extended Spring Semester /Autumn Semester	Individual 15 min presentation of Contextualised Learning Activity	October (Year 1)
MASC7002	The SENCo : Leader of Change	Autumn Semester /Spring Semester /Extended Spring Semester	Individual poster presentation of Change Project	June (Year 2)
MASC7003	The SENCo : Innovating and Evaluating Practice	Extended Spring Semester /Autumn Semester	Research report	January or May (Year 3)
MASC9001	Reflective Personal & Professional Development Portfolio	Year long	Professional Development Portfolio (I) – series of tasks, reflective logs, audits of practice and examples of the participants' (anonymised) work relating to the subject matter of the modules being taught	December (Year 3) but can submit at any point in course.

Methods for Evaluating and Improving the Quality and Standards of Learning	
Mechanisms used for the Review and Evaluation of the Curriculum and Learning, Teaching and Assessment Methods	Regular meetings will be held with participants on the programme on their face-to-face days. There will be opportunities for individual evaluation of the teaching and the curriculum, both formal and informal. Assessment methods will be quality assured using University regulated processes such as second marking, moderation, External Examiner involvement and consultation. The programme team will regularly review and adapt accordingly, maintaining a commitment to respond as flexibly as possible when participants face challenges and adversities. • Module Evaluation • Programme Validation and Periodic Review • Annual Monitoring • Peer Review of Teaching • External Examiner Reports
Mechanisms used for gaining and responding to feedback on the quality of teaching and the learning experience – gained from: Students, graduates, employers, placement and work-based learning providers, other stakeholders, etc.	Participants are invited to offer their evaluation of their teaching and learning experience, both formally and informally through module and programme evaluation and by individual comment to tutors. Tutors meet regularly with the group in less formal circumstances and respond to concerns, adapting and developing approaches and support responsively. This revised programme has been developed following tutor engagement with people who have experienced the staff Student engagement at face to face days and had the opportunity to complete Module Evaluation Forms. Students have the opportunity to feedback through personal tutorials and through meetings with the External Examiners if requested.

Date of Programme Specification Production:	May 2019
Date Programme Specification was last updated:	June 2019
For further information about this programme, refer to the programme page on the University website	

The following information has implications for potential international applicants who require a Tier 4 visa to study in the UK	
Is the placement requirement more than 50% of the programme?	N/A

If yes, what % of the programme is the placement requirement?	N/A
If yes, is the amount of placement a statutory requirement to meet Professional, Statutory or Regulatory Body (PSRB) or Department of Education requirements?	N/A