

## Programme Specification

### Postgraduate Certificate National award for SEN Co-ordination: Leading Effective, Inclusive Practice in SEN

<i>School:</i>	Education, Language and Psychology
<i>Subject area:</i>	Education Studies
<i>Entry from academic year:</i>	2020-21
<i>in the month(s) of:</i>	September
<i>Awarding institution:</i>	York St John University
<i>Teaching institution:</i>	York St John University
<i>Delivery location:</i>	York St John University
<i>Programme/s accredited by:</i>	Not applicable
<i>Exit awards:</i>	Postgraduate Certificate SEN Co-ordination: Leading Effective, Inclusive Practice in SEN (non-accredited)
<i>UCAS code / GTTR / other:</i>	Not applicable
<i>Joint Honours combinations:</i>	Not applicable
<i>QAA subject benchmark statement(s):</i>	QAA Framework for Higher Education Qualifications in England, Wales and Northern Ireland (Level 7).
<i>Mode/s of study:</i>	<a href="#">Postgraduate periods of study</a> <sup>1</sup> for part-time
<i>Language of study:</i>	English
<i>Paired with foundation year</i>	No
<i>Study abroad opportunities:</i>	No
<i>Placement year opportunity:</i>	No

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## Introduction and special features

The National certificate award for SEN Co-ordination: Leading Effective, Inclusive Practice in SEN programme (herein NASENCO certificate) aligns with a key strategic need in UK education, namely the provision of high quality teachers and advisory teachers with knowledge of issues relating to young people with special educational needs and / or disabilities (SEN/D). In England, about 1.3 million children and young people are identified as having a SEN/D. Current reforms to the system place emphasis on positive outcomes for this group of learners in the areas of education, employment, independent living and health (2014 Children and Families Act). Special Educational Needs Coordinators (SENCOs) need to fulfil the responsibilities set out in the SEND Code of Practice 0-25 and as such must be effective in leading teaching and learning; coordinating provision for pupils with SEN/D in their schools or educational settings; supporting and managing other staff; and ensuring that pupils/students receive high quality educational provision that enables them to make progress in their learning. To this end, the NASENCO certificate will enable you, as a SENCO or someone in the position to be so, to enhance your theoretical understanding of SEN/D and its educational coordination and leadership, as well as to critically evaluate relevant policy, practices and resources.

Our NASENCO certificate has been carefully designed to meet the National College for Teaching and Leadership (NCTL) learning outcomes, the Qualifications and Credit Framework for Master's level study and the needs of schools and colleges in York and the surrounding areas. It draws on the considerable

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<sup>1</sup> The standard period of study will apply unless otherwise stated

expertise of the School of Education in the area of SEN and its existing portfolio of programmes (BA Hons Education Studies with Special Educational Needs and Inclusion; Initial Teacher Education; FD Development and Education of Children and Young People: Special Educational Needs and Inclusion; Foster Carers; and our MA Education).

Through the certificate you will have opportunities to reflect critically on the theoretical development of the concept of SEN/D, the national policies and practices related to it and the ways in which it is applied within your practice setting. The course focuses largely on work-based tasks that enable you to develop the skills required for independent and self-critical learning in order to affect positive outcomes for children with SEN/D. Through innovative teaching and learning experiences you will work collaboratively with other practitioners to gain confidence in implementing, monitoring and critically evaluating systems in order to identify, inform, plan, record and review SEN/D provision.

Whilst studying on this course you will develop the academic skills and abilities needed for Master's level (Level 7) study and this is built into the programme. We therefore include taught elements and tutor support to enable you to enhance your critical reading, writing and thinking skills so that you will learn to probe and explore the assumptions which underlie SEN/D policy and practice. You will be taught by a range of experienced professionals and researchers committed to providing excellent opportunities for you to develop your knowledge and understanding and enjoyment of your studies on this course. Whilst some of the aspects of the course have been stipulated by the NCTL, across the modules there is also some scope to pursue your own particular interests within your practice-based setting, whilst also garnering greater confidence with respect to your role as a SENCO.

### **Admissions criteria**

You must meet the University's general entry criteria for [postgraduate](#) study. In addition, to achieve the NASENCO certificate you must have QTS/QTLS, and ideally be in the role of SENCO. However, it is possible to achieve the NASENCO award as an aspiring SENCO, who is able to evidence their engagement with the role through the Learning Outcomes Portfolio (EDU7027M).

In brief, to be able to undertake the programme you will need:

- To have QTS or QTLS, be a qualified teacher (i.e. successfully completed their NQT induction period) and preferably be a SENCO.
- To have access to children/young people with SEN/D.
- To be able to lead (at least some) aspects of SEN/D in the school/college/educational setting.
- To have the support of the Headteacher / principal (or Chair of Governors or equivalent if you are the head).

We also ask your Headteacher/principal (or appropriate line manager) to complete a memorandum of agreement which indicates the school/college's support for the SENCO in terms of funding (where relevant), attendance on the course, time to study beyond the face to face sessions, access to relevant information in school/college, and to name an in-school supporter to provide general support for participants on the programme.

If your first language is not English, you need to take an IELTS test or an equivalent qualification accepted by the University (see <https://www.yorks.ac.uk/international/how-to-apply/english-language-requirements/>).

If you do not have traditional qualifications, you may be eligible for entry on the basis of [Accredited Prior \(Experiential\) Learning \(APL/APEL\)](#). We also consider applications for entry with advanced standing.

## **Programme aim(s)**

The programme aims to:

1. Cultivate your in-depth knowledge and understanding of special educational needs and inclusion which is informed by current practice, scholarship and research.
2. Develop your skills of reflection on practice with particular reference to special educational needs, personalised approaches, inclusion, leadership and collaborative outcomes.
3. Engage you in intellectually rigorous ways with current policy issues and developments in the field of study of special educational needs and inclusion.
4. Provide you with the opportunity to add value and impact on the development of knowledge, understanding and skills within the context of leadership and effective practice within SEN with reference to positive outcomes for children and young people.
5. Support you in achieving a range of appropriate capacities, abilities and skills including the use of initiative, problem-solving, reflecting critically, learning independently and communicating effectively with colleagues/peers and a wider audience in a variety of media.
6. Enable you to develop curiosity, the skills of enquiry, advanced scholarship and research to support future progression in academic study at a higher level such as MA, PhD or professional doctorate.

## **Programme learning outcomes**

Upon successful completion of the programme students will be able to:

### **Level 7**

- 7.1 Demonstrate comprehensive knowledge of the theoretical, statutory and regulatory context for SEN and disability equality.
- 7.2 Develop systematic knowledge and competence in the collection, analysis and use of data at a strategic and organisational level.
- 7.3 Demonstrate and apply independent, critical and reflective thinking with respect to theory and professional practice.
- 7.4 Demonstrate confidence, competence and capability to actively engage in the development of research-informed practice.
- 7.5 Develop practical and professional skills including presentation and report writing for disseminating research and practice findings.

## Programme structure

The typical mode of delivery will cover three school terms which will create synergy between the professional roles of those in work and postgraduate learning. The programme is therefore accessible and it is designed to accommodate those working full time, as teaching sessions will take place across twilight and day release sessions. There is only a part time route available and this will typically take one academic year.

There are two compulsory 30 credit modules and one portfolio which is not credit-bearing but is compulsory to complete the accredited programme.

Code	Level	Term	Title	Credits	Module status	
					compulsory or optional to take <b>C or O</b>	non-compensatable or compensatable <b>NC or X</b>
EDU7026M	7	1	Leading and Evaluating Change in the SEN Context	30	C	NC
EDU7025M	7	2	Innovating Practice for Young People with Special Educational Needs	30	C	NC
EDU7027M	7	1,2&3	National SENCo Award Outcomes Portfolio	0	C	NC

## Learning, teaching and assessment

The NASENCO certificate adopts a 'social constructivist' model of learning facilitation where you will learn by co-constructing knowledge, relating both theoretical perspectives and contemporary practice through collaborative dialogue with tutors, peer practitioners and professional colleagues. In this way, experiential learning in a practice-based context will enable you to become critical, evaluative, and reflective for maximum impact in your setting. Teaching materials will be prepared so that learner autonomy is scaffolded and in order to be inclusive to the needs of all learners on the programme, a number of structured learning resources will be provided to inform the development of knowledge and understanding of practitioner enquiry and the preparation of the assessment.

The typical mode of delivery will cover three school terms which will create synergy between your professional roles and your postgraduate learning. The teaching will be organised around a series of afternoon / twilight sessions, where learners will be able to access University services in order to develop a sense of student membership at York St John. As well as tutor input, all the modules will be supported through blended learning using our VLE, Moodle, in order to maximise the scope for flexible modes of study.

You will experience a variety of assessment methods and there will be some scope for negotiation in terms of the emphases that your assessments might take so that you can demonstrate the learning outcomes in ways most appropriate to you. Such an approach adheres to the principle of 'authentic' assessment, which is understood as the design of assessment tasks that enable you to align the assessments to your individual circumstances and practice. Moreover, you will be supported with formative opportunities, provided as 'rehearsal opportunities' where the environment is without the same risk factors for students as when engaging in the summative assessments. Formative opportunities may or may not involve assessment. All formative opportunities will provide feedback for students and will support your progress towards successful summative outcomes. You will receive formative feedback from tutors and peer feedback will also be used to enable students to scaffold one another's learning.

## **Progression and graduation requirements**

The University's general [regulations](#) for postgraduate awards apply to this programme.

Any modules that must be passed for progression or award are indicated in the Programme Structure section as non-compensatable.

On completion of the NASENCO certificate successful students will have the opportunity to continue onto further postgraduate study as part of our newly validated MA in Special Educational Needs and Inclusion programme. Students will be able to APL their 60 credits to take a further two 30 credit modules with a 60 credit dissertation to lead to the Master's level award.

## **Internal and external reference points**

This programme specification was formulated with reference to:

- [University Mission Statement](#) [see page two]
- [Strategic Plan 2015-20](#) [see page four]
- [QAA subject benchmark statement](#)
- [Framework for Higher Education Qualifications](#)
- [SENCo Learning Outcomes as stipulated by the National College for Teaching and Leadership \(NCTL, 2014\).](#)

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*Date written / revised: 15/08/18*

*Programme originally approved: 11/09/18*