PROGRAMME SPECIFICATION – Undergraduate Courses

Programme Specification for Advanced Diploma in Managing the Role of the SENCo

1.	Awarding institution/body	University of Worcester
2.	Teaching institution	Learning Works International Limited
3.	Programme accredited by	N/A
4.	Final award	Advanced diploma (Level 6)
5.	Programme title	Advanced Diploma in Managing the Role of the SENCo
6.	Pathways available	N/A
7.	Mode and/or site of delivery	Mix of on-site and distance learning at Uplands Conference Centre near High Wycombe
8.	Mode of attendance	Part-time
9.	UCAS Code	N/A
10.	Subject Benchmark statement and/or professional body statement	This programme has been drawn up in accordance with the National Qualifications Framework and Education Subject Benchmarking descriptors. *Subject benchmark statement: Education studies 2007*
11.	Date of Programme Specification preparation/ revision	December 2012; August and October 2014 – amendment to regulations.

12 Educational aims of the programme

The overall aim of the this two module course is to equip SEN Co-ordinators **or** aspiring SEN Co-ordinators **or** Support Teachers with the knowledge and skills to carry out the SENCo role effectively in mainstream school settings.

The course is based on the current National Standards for SENCOs, and proactively promotes legislative and governmental frameworks for meeting the needs of children, pupils and students with barriers to learning with an inclusive continuum of provision.

The emphasis is deliberately placed on 'Managing' and in particular, the course aims to provide a sure foundation of the knowledge and skills required to run effective and efficient learning support arrangements within whole school mainstream settings.

The course seeks to work with the framework of the current the Professional Standards for Teachers as well as foster an awareness appropriate to students' level of experience and responsibility:

By the end of the course participants should be able to:

1. Critically evaluate the concept of inclusive education, reflecting upon how their institution embraces inclusion.
2. Identify and use relevant statutory frameworks and guidance to construct, develop and audit a whole school policy for SEN.
3. Construct and evaluate clear and relevant policy objectives and success criteria in order to monitor and evaluate the impact and effectiveness of a school's provision for SEN.
4. Critically review the school's work for pupils with SEN by writing a provision map that will identify and account for that which is deemed to be 'in addition to or different from' the differentiated curriculum.
5. Critically evaluate the relevance of statutory frameworks and guidance.
6. Understand and be able to articulate the concept of the graduated approach and apply creative problem solving approaches to over-come individual barriers to learning
7. Manage the process of identification and assessment of a pupil's additional learning needs

8. Mange the process of writing, implementing and evaluating interventions for pupils requiring additional support
9. Reflect upon and analyse the importance of the role of partners in education, e.g. the child, parents, governors, Ed. Psych's, Learning Support Teams, LA's
10. Critically reflect upon their personal effectiveness, leadership skills and professional development.

13   Intended learning outcomes and learning, teaching and assessment methods

The following learning outcomes are underpinned by the adoption of a professional position on intellectual, personal and communication skills and subject knowledge that emanates from the professional context and the educational professional as learner:

Knowledge and understanding:

On successful completion of the course students will be able to demonstrate knowledge and understanding of:

- The statutory frameworks and guidance to construct, develop and audit a whole school policy for SEN.

- Understand and be able to articulate the concept of the graduated approach and apply creative problem solving approaches to over-come individual barriers to learning

Examples of learning, teaching and assessment methods used:

The course will employ a range of teaching and learning activities broadly described as Blended and Flexible and Distributed Learning which include:

- Lectures/Presentations
- Practical workshops and discussion groups
- Seminars
- Group tutorials
- Distance learning materials, CD ROMs, email and telephone support

Cognitive and intellectual skills:

Having successfully completed this programme course members will be able to:

- Critically evaluate the concept of inclusive education, reflecting upon how their institution embraces inclusion.
- Articulate and reflect on a subject-specific body of knowledge;
- Apply subject-specific terminology and method;
- Evaluate conflicting positions and formulate independent views;
- Synthesise current theories of learning in relation to the cognitive profile of the SEN learner
- Construct and evaluate clear and relevant policy objectives and success criteria in order to monitor and evaluate the impact and effectiveness of a school's provision for SEN.
- Interpret research
- Structure argument and provide empirical evidence to support it.

Examples of learning, teaching and assessment methods used:

Intellectual (thinking) skills are an integral part of the programme and are developed throughout the curriculum in a variety of ways: lectures, seminars, small-group work, document-based analyses, problem-solving exercises, report writing, group and individual feedback. A self-audit

of academic skills is used to help to set targets and monitor development in this area, and to help focus upon specified needs with the support the tutors.

Formative and summative written assignments are designed to assess individual skills and level of achievement. Small group work and oral presentations are designed to help develop skills.

Practical skills relevant to employment:

Having successfully completed this programme course members will be able to:

- Critically review the school's work for pupils with SEN by writing a provision map that will identify and account for that which is deemed to be 'in addition to or different from' the differentiated curriculum.
- Manage the process of identification and assessment of a pupil's additional learning needs
- Mange the process of writing, implementing and evaluating interventions for pupils requiring additional support
- Reflect upon and analyse the importance of the role of partners in education, e.g. the child, parents, governors, Ed. Psych's, Learning Support Teams, LA's

Examples of learning, teaching and assessment methods used:

The learning and teaching environment reflects the principles of multisensory practices which are essential for effective professional practice in the teaching of SEN pupils and course members. The curriculum is designed in such a way as to accommodate modelling, scaffolding, guided and shared learning: principles which have recently been adopted by the DfE.

The learning environment is organised in such a way as to exemplify good practice in schools so that course members can learn how to use teaching methods and teaching aids with the dyslexic learner in mind to ensure that teaching environments are dyslexia-friendly.

The curriculum is designed so that, in a supported environment of guided workshops, course members are given opportunities to develop their practical, professional skills.

A variety of methods are used to assess skills in this area: written assignments, workshop participation and group/individual presentations.

Transferable/key skills:

Having successfully completed this programme course members will be able to:

- Critically reflect upon their personal effectiveness, leadership skills and professional development.
- Organise their learning through self-organisation and adherence to guidelines and deadlines
- Communicate effectively with other professionals and peers orally and in written format
- Contribute confidently and appropriately to discussion
- Work effectively as part of a task-orientated group, demonstrating inter-personal skills
- Negotiate effectively in group work

Examples of learning, teaching and assessment methods used:
The development of transferable skills is a pivotal aspect of the programme. The curriculum is designed to ensure that differentiation is achieved by a focus on the individual's autonomy. Goal-setting is built into the curriculum so that course members will be able to monitor their progression.

Course members will be expected to take responsibility for their own learning and will be provided throughout with opportunities of demonstrate that they are a responsible and accountable professional.

Seminars and workshops are structured to facilitate and require collaboration with other course members and tutors.

Problem-solving exercises help to develop skills and course members will be encouraged to participate in e-mail discussion. Corse resources will be distributed through CDroms, email and internet sites, which will offer opportunities for course members to further develop their ICT skills.

Course member's transferable skills will be assessed through: written work, group presentations and guided discussions.

14   Assessment Strategy

We have a policy of offering formative as well as summative assessment on assignments. In the event that draft assignments are looked at by tutors, they will not be graded or 'corrected' in any way, beyond indicating to the course member that the assignment is roughly a Pass or Fail. In other words, the facility to look at drafts is a courtesy check that a course member's work is not a clear Fail, and is especially appropriate for course members whose first language is not English and / or for 'non-standard' course members writing an academic essay for the first time in a long while and who do not have a strong academic background.

To facilitate this policy course members are advised to submit a detailed essay framework to the course tutor, indicating sub-headings, bullet points of what will be included in the sections and an outline of the readings to which they will be referring to support discussion and debate.

As course tutors who set the assignments we are not permitted to read a full rough draft before submission. However, course members are able to ask the course tutor to read a section of an essay or report which is causing you concern to check that a course member is on the right lines. Course tutors will NOT make comments at the draft stage about bibliography and will not act as proof-readers.

Course members will be expected to adhere strictly to the prescribed word limits, and marks will be deducted for too few or too many words, within a 10% margin. Non-submission by the specified date without a medical certificate will be classified a fail.

Specific learning outcomes are detailed in the module outlines and specifications.

Sample assignments from BAED3022: Managing Policy and Practice

Assignment 1: Students will undertake, either
An audit report of the school's policy for SEN (1600 words) 40%

OR

An audit, using the Statutory Instrument 1999 No. 2506
The Education (Special Educational Needs) (Information) (England) Regulations 1999, will be completed of the school's policy and practice to support pupils with additional learning needs including reference to
relevant literature. (LO 1, 2, 3, 4)

OR

A map of the schools provision for additional learning needs (1600 words) 40%

A summary plan, including an excel sheet, will be written of the school's provision for pupils with additional learning needs including reference to relevant literature. (LO 1, 2, 3, 4)

Assignment 2: Students will undertake, either
A Literature-based inquiry (2000 words) 60%
Identify ONE specific theme from the module and write an assignment that addresses the following elements:

- the theoretical framework associated with the specific issue, e.g. inclusion, managing whole school provision, leadership and management styles, managing change, (LO 1, 2, 3, 4, 5)
- research that relates to the chosen theme (LO 1, 2, 3, 4, 5)
- how the dimension is relevant to your practice in respect to fulfilling the role of the SENCo (LO 5)
- demonstrates your knowledge of associated reading (LO 1, 2, 3, 4, 5)

OR

An improvement report (2000 words) 60%
This report should relate to your own professional experience and will illustrate how you have instituted and managed a change in practice or policy. The case study should demonstrate the following elements:

- the context, background and your professional role at the time of the change (LO 1, 5)
- the rationale, nature and methodology for the proposed change (LO 2, 3, 4, 5)
- the implementation and findings from this work including critical reflection on how the change process affected improvement and effectiveness (LO 2, 3, 4, 5)
- conclusion and recommendations (LO 4, 5)
- An annotated reading list of relevant literature read over the period including books; journals; reports; newspapers; professional magazines (LO 1, 2, 3, 4, 5)

Assignment 3: A summary of personal learning (400 words) 0%
This summary asks you to reflect on what you have learned from the course, how it has helped you and the school to develop and what you hope to do in the future. This reflection can include positive and negative thoughts and seeks to encourage celebration and recognition of learning, i.e. what worked or did not work or what you would do or not do again. The style is personal and descriptive. Comments supported with brief examples will help to ground personal views and feelings (LO 5)

15   Programme structures and requirements

The Advanced Diploma 'Managing the Role of the SENCo' is comprised of two modules:

BAED3022: Managing Policy and Practice
BAED3023: Managing Pupil Learning

Each module is worth 15 credits (Level 6), and is mandatory
There a an attendance requirement of 75%

16   QAA and Professional Academic Standards and Quality

The aims and learning outcomes of the programme, along with the assessment strategy have been designed with specific reference to Education subject benchmarks. All modules require participants to demonstrate knowledge and understanding, application, reflection and transferable skills as outlined in the subject benchmark statements.

17 Support for students

Course members receive resources, reading lists and course workbook before starting each module. In addition they are asked to undertake two short preparation tasks.

Once on the course, members are given additional readings, articles and practical resources. Course members are also allocated an individual tutor and can communicate by email and telephone.

In addition the University provides:

- Library support
- Study skills and learning styles advice
- Counselling and Disability Services which can provide specialist information, guidance and support

18 Admissions

Admissions Policy

This course seeks to recruit those working in schools who have already achieved a qualification at level 5, have a knowledge of SEN students and practical classroom experience.

Entry requirements

The University's standard entry requirements apply and can be found at:

http://www.worcester.ac.uk/registryservices/documents/AdmissionsPolicy.pdf

In addition the University policy states: "We welcome applicants who hold alternative qualifications/experience different to those shown in this section who can demonstrate the ability to benefit from the course and show their potential to complete the course successfully. Although recent preparatory study at an appropriate level (e.g. an Access to Higher Education Diploma) is recommended, students may be considered on the basis of prior evidenced professional/work experience and/or other assessment procedures, and the assessment of personal suitability".

Recognition of Prior Learning

University Admissions office staff will be able to offer information, advice and guidance on this process. Information on eligibility for recognition of prior learning for the purposes of entry or advanced standing is also available from the University webpages or from the Registry Admissions Office (01905 855111).

Admissions procedures

Initial enquiry and application will normally be made through Learning Works International Ltd. As part-time applicants do not apply through UCAS, the application will be processed directly by the University of Worcester. Where necessary applications can be referred to the link tutor.

Admissions/selection criteria

All participants must be able to demonstrate that they are working or volunteering either full or part time in an educational setting where they will be able to reflect upon their own practice to successfully complete the modules. Applicants may be asked to provide evidence of support from the school in which they work or volunteer.

19   Methods for evaluating and improving the quality and standards of teaching and learning

The course team will produce an annual evaluation report that will be accompanied by a link tutor report. Modules will be evaluated with feedback provided to the participants through both formal and informal meetings held at least twice a year. Samples of work will be moderated and sent to the external examiner as appropriate.

20   Regulation of assessment

Requirements to pass modules
- Modules are assessed using a variety of assessment activities which are detailed in the module specifications.
- The minimum pass mark is D- for each module.
- Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Some modules have attendance requirements.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

Submission of assessment items
- Students who submit course work late but within 5 days of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 5 days but within 14 days of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations see Undergraduate Regulatory Framework.

Retrieval of failure
- Students are entitled to resit failed assessment items for any module that is awarded a fail grade, unless the failure was due to non-attendance.
- Reassessment items that are passed are graded at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module).

21   Indicators of quality and standards

The University underwent a QAA Institutional Audit in March 2011. The audit confirmed that confidence can be placed in the soundness of the institution's current and likely future management of the academic standards of its awards and the quality of the learning opportunities available to students. The audit team highlighted several aspects of good practice, including the student academic representative (StARs) initiative, the proactive approach which supports the student experience for disabled students, the comprehensiveness of the student online environment (SOLE), the wide range of opportunities afforded to students to enhance their employability, the institution's commitment to enhancement, and the inclusive approach to working with its collaborative partners.

22 Graduate destinations, employability and links with employers

Participants engaged in this part time programme are already employed working in schools. The in-service course is designed to improve the skills and knowledge of the workforce. Participants may use the credits obtained to contribute to further study at level 6 or in some cases use these credits as part of postgraduate programmes elsewhere.

Graduate destinations
Career progression routes for those successfully completing the University Diploma are part of the value added by this course. Successful candidates have progressed to study at Masters level and to undertake further accredited CPD activity.

Student employability
Although this is an **in-service** course and therefore participants will most probably be employed, there is an opportunity for further career enhancement as a result of the CPD activity involved in this programme. All the modules require students to reflect upon their practice and develop their work-based knowledge and understanding.

Links with employers
The course has been designed in consultation with schools employing Special Needs Coordinators. The partnership between Learning Works International Ltd and the University has enabled the programme to be delivered as an **in-service** course, with a focus on current and aspiring Special Educational Needs Coordinators working in the independent sector.

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the module outlines and the course handbook provided to all students at the start of the course. The accuracy of the information contained in this document is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.