Section 1. PROGRAMME SPECIFICATION

Postgraduate Certificate in Professional Practice:
National Award for Special Educational Needs Coordination

a) Introduction

The training programme has been designed and prepared in accordance with the TDA specifications for a nationally approved Award for new SENCOs. It is a TDA requirement of the training that it will be at Masters level and is presented as a Postgraduate Certificate in Professional Practice within the University of Chichester’s MA(Ed) Programme.

General information

Award: Postgraduate Certificate in Professional Practice: National Award for Special Educational Needs Coordination

Route: Education

Awarding Institution/Body: University of Chichester

Teaching Institutions: University of Chichester

PGCIPP Accredited by: University of Chichester
National Award for Special Educational Needs Coordination Accredited by: TDA

UCAS code: n/a

QAA benchmarking group: Education

Validation History: Spring 2010

b) Programme Rationale

The essence of the National Award for Special Educational Needs Coordination is to encourage the development of reflective practitioners who engage in critical analysis of their own professional work, thereby equipping them with the necessary conceptual tools for developing theoretical knowledge, understanding and professional practice in SEN. Thus the prime purposes of the training programme are to enable teachers to:

- effect a confluence between critical reasoning, reflection-in-action and a deep understanding of the leadership and management of SEN provision at classroom, institutional and national levels;
- gain substantial and sustained opportunity to evaluate the research of others, as well as identify and design work-based research to improve practice within their own schools;
- reflect the principles of *Every Child Matters* and make opportunities open to pupils with SEN/disabilities by ensuring that they receive high quality educational provision to improve their life chances and fulfil their potential

c) Programme Aims
The following aims of the training programme have been approved by the TDA. These are;

- to raise achievement of pupils with SEN and/or disability; including academic attainment and achievement in accordance with the five outcomes of Every Child Matters;
- lead and develop effective teaching and learning throughout their school or setting for pupils with SEN and/or disability;
- lead and effectively co-ordinate the provision for pupils with SEN and/or disabilities to enable full access to the broad, balanced and rich curriculum;
- improve their own and colleagues practice with regard to SEN and/or disabilities, and work effectively with parents/carers and other professionals, and
- lead and promote a whole school approach to inclusive practice

d) Intended learning outcomes: Subject Knowledge

In line with the DCSF initiative to ensure that all SENCOs who have QTS will undertake the nationally accredited programme the award has been approved to offer flexible, bespoke provision to develop the professional attributes of their SENCO leadership role. The programme provides opportunities for students to develop and demonstrate the achievement of the following:

- demonstrate knowledge, understanding and interpretation of local and national policies and strategies in SEN provision
- develop a critical appreciation and understanding of the impact of SEN/disability on pupil’s learning potential and the implications for provision in their workplace
- develop a critical understanding of leading and managing colleagues and working with parents and multi-professional agencies
- ability to undertake a small-scale practitioner research project on an aspect of their role or SEN provision within the workplace

In keeping with the Quality Assurance Agency’s 2008 Framework for Higher Education (FHEQ) students will be expected to:

- demonstrate an increase in the breadth and depth of knowledge and understanding of their selected areas of educational study;
- demonstrate a systematic understanding of current and a critical awareness of current problems and / or new insights, much of which is informed by their own academic disciplines, field of study or areas of professional practice;
- continue to advance awareness of the nature of education, its changing dynamics and processes and how these may be applied effectively.

In addition students are encouraged to be involved in:

- understanding the nature of Masters Level study in education, learning and development;
- expressing a critical understanding of the relationship between the practical and professional, academic and theoretical within aspects of professional practice;
- understanding the role of research in education, learning and development and the application of different research evidence in professional practice;
- demonstrating autonomy in planning and / or identifying a rationale for their own professional development and learning.

e) Teaching and learning strategies and methods

Tutors will promote a learner-centred environment that develops students’ independent and informed sense of enquiry, through a blended learning approach comprising all or some of the following, as appropriate to a particular module or to dissertation work:

- lectures and student-led seminar work;
• discussion and debate;
• use of ICT via the university Intranet for asynchronous and synchronous class discussion, files' usage, directed study tasks and electronic information resources;
• use of videos, role plays, guest speakers, video-conferencing;
• opportunities for students to work collaboratively in groups/pairs and present short oral/written contributions on specific work-based tasks;
• critical review of others' work;
• prescribed reading and work-based observation;
• mentoring
• arranged visits to other settings
• distance learning tutor support via e-mail and telephone, including constructive feedback on draft assignment work;
• action learning sets;
• individual tutorials for a variety of purposes from initial assignment guidance to comments on assignment drafts.

f) Assessment

Assessment for the PGCiPP: National Award for Special Educational Needs Coordination will be both formative and summative. To achieve accreditation of the Award you will be required to meet all the learning outcomes of the TDA specification (see below).

Students will maintain and submit a Professional Development Portfolio which includes feedback reports from mentors, headteachers, parents and pupils identifying areas of change and development in your SENCO role, examples of practice in your own setting and a report of any visits, meetings or training that show evidence that they meet all the learning outcomes in all of the following. Please note that you will not be required to give a separate piece of evidence for each outcome as several of the outcomes can be linked together and cross referenced with one piece of evidence.

(see Learning Outcomes in box following)
LEARNING OUTCOMES

1. PROFESSIONAL CONTEXT

1.1 Statutory and regulatory frameworks and relevant developments at national and local level
1.1.1 laws and associated guidance on SEN, including the policies and procedures set out in the SEN Code of Practice; their implications for the school, the SENCo and others; and how to put them into practice
1.1.2 laws and associated guidance on disability equality, the actions they require in respect of pupils with disabilities; and how they might best be carried out.
1.1.3 local interpretations of national guidance
1.1.4 relevant guidance on data protection and confidentiality, health and safety
1.1.5 the principles and outcomes of Every Child Matters and how the school can help pupils with SEN and/or disabilities to achieve those outcomes, and
1.1.6 the contribution of extended services to improving outcomes for pupils with SEN and/or disabilities

1.2 High incidence SEN and disabilities and how they can affect pupils’ participation and learning
1.2.1 how children’s development can be affected by SEN and/or disabilities and a range of other factors including the physical and social environment in which they are taught
1.2.2 causes of under achievement, including those related to SEN and/or disabilities.
1.2.3 the four areas of need set out in the SEN Code of Practice and the educational implications of these, and
1.2.4 the high incidence disabilities and the implications of these for teaching and learning and inclusive practice

1.3 Using evidence about learning, teaching and assessment in relation to pupils with SEN to inform practice
1.3.1 analyse, interpret and evaluate critically, relevant research and inspection evidence about teaching and learning in relation to pupils with SEN and/or disabilities and understand how such evidence can be used to inform personal practice and others’ practice, and
1.3.2 identify and develop effective practice in teaching pupils with SEN and/or disabilities, e.g. through small-scale action research based on evaluating methodologies, developing critiques and, where appropriate, developing new hypotheses.
1.3.3 have a critical understanding of teaching, learning and behaviour management strategies and how to select, use and adapt approaches to remove barriers to learning for pupils with SEN and/or disabilities, and
1.3.4 have a critical understanding of approaches, strategies and resources for assessment (including national tests and examinations) and how to select, use and adapt them to personalise provision and remove barriers to assessment for pupils with SEN and/or disabilities

2. STRATEGIC DEVELOPMENT OF SEN POLICY AND PROCEDURES

2.1 Working strategically with senior colleagues and governors
2.1.1 work with senior colleagues and governors to advise on and influence the strategic development of an inclusive ethos, policies, priorities and practices
2.1.2 work with senior colleagues and governors to ensure the objectives of the school’s SEN policy are/can be reflected in the school improvement plan and school self-evaluation form (SEF)
2.1.3 work with senior colleagues and the governing body to establish appropriate resources to support the teaching of pupils with SEN and/or disabilities, and the means of monitoring their use in terms of value for money, efficiency and effectiveness, and
2.1.4 develop and provide regular information to the head teacher and governing body on the effectiveness of provision for pupils with SEN and/or disabilities to inform decision making and policy review.

2.2 Strategic financial planning, budget management and use of resources in line with best value principles
2.2.1 the ways in which funding for pupils with SEN and/or disabilities is provided to schools, including local funding arrangements and, where appropriate, how to seek additional resources to support students with SEN and/or disabilities,
2.2.2 how funding for pupils with SEN and/or disabilities is used in their school, and
2.2.3 how to manage and make best use of available financial, human and physical resources, including how to use tools such as provision mapping to plan, evaluate and improve provision for pupils with SEN and/or disabilities, including identifying ineffective or missing provision

2.3 Strategies for improving outcomes for pupils with SEN and/or disabilities

2.3.1 have a sound understanding of strategies for removing barriers to participation and learning for pupils with SEN and/or disabilities,
2.3.2 know strategies for addressing stereotyping and bullying related to SEN and disability
2.3.3 understand the potential of new technologies to support communication, teaching and learning for pupils with SEN and/or disabilities, and
2.3.4 draw critically on relevant research and inspection evidence about effective practice in including pupils with SEN and/or disabilities to inform practice in their school

3. COORDINATING PROVISION

3.1 Developing, using, monitoring and evaluating systems

3.1.1 identifying pupils who may have SEN and/or disabilities (using classroom observation, data, assessment and other forms of monitoring)
3.1.2 informing all staff about the learning needs, behaviour and achievement of pupils with SEN and/or disabilities
3.1.3 helping colleagues to have realistic expectations of behaviour for pupils with SEN and/or disabilities and set appropriately challenging targets for them
3.1.4 planning approaches and interventions to meet the needs of pupils with SEN and/or disabilities, geared to removing or minimising barriers to participation and learning
3.1.5 recording and reviewing the progress of pupil with SEN and/or disabilities towards learning targets
3.1.6 assessing the effectiveness of provision for pupils with SEN and/or disabilities
3.1.7 ensuring appropriate arrangements are put in place (in classroom practice and for the examinations/tests themselves) for pupils sitting national tests and examinations, and
3.1.8 liaising with other schools to promote continuity of support and progression in learning when pupils with SEN and/or disabilities transfer.

3.2 Using tools for collecting, analysing and using data

3.2.1 know how school, local authority and national data systems work, including RAISEonline, and
3.2.2 analyse and interpret relevant, local, national and school data to inform policy and practices, expectations, targets for improving the learning of pupils with SEN and/or disabilities.

3.3 Deploying staff and managing resources

3.3.1 delegate tasks appropriately, deploy and manage staff effectively to ensure the most efficient use of teaching and other expertise to support pupils with SEN and/or disabilities, and
3.3.2 make flexible and innovative use of the available workforce, recognising and utilising particular strengths and expertise

4. LEADING, DEVELOPING AND SUPPORTING COLLEAGUES

4.1 Providing professional direction to the work of others

4.1.1 lead on developing workplace policies and practices concerning pupils with SEN and/or disabilities and promoting collective responsibility for their implementation
4.1.2 take a leadership role in promoting a whole school culture of best practice in teaching and learning in relation to pupils with SEN and/or disabilities
4.1.3 promote improvements in teaching and learning, offering examples of good practice for other teachers and support staff in identifying, assessing and meeting the needs of pupils with SEN and/or disabilities
4.1.4 encourage all members of staff to recognise and fulfill their statutory responsibilities towards pupils with SEN and/or disabilities, and
4.1.5 help staff to achieve constructive working relationships with pupils with SEN and their parents/carers

4.2 Leadership and development of staff

4.2.1 know the range of professional development opportunities available for staff (including support staff and beginner teachers) to improve their practice in working with pupils with SEN and/or disabilities
4.2.2 give feedback and provide support to teaching and non-teaching colleagues on effective teaching, learning and assessment for pupils with SEN and/or disabilities
4.2.3 model effective practice and coach and mentor colleagues
4.2.4 advise on, contribute to, and where appropriate coordinate the professional development of staff so that they improve their practice in relation to pupils with SEN and/or disabilities, and
4.2.5 support and train trainee and beginner teachers and higher level teaching assistants, where appropriate, in relation to relevant professional standards.

5. WORKING IN PARTNERSHIP WITH PUPILS, FAMILIES AND OTHER PROFESSIONALS

5.1 Drawing on external sources of support and expertise

5.1.1 know the role and value of families and carers of pupils with SEN and/or disabilities
5.1.2 know the range of organisations and individuals working with pupils with SEN and/or disabilities and their role in providing information, advice and support
5.1.3 know the principles of multi-agency working, building a ‘team around a child’, and the Common Assessment Framework and how to use it, where appropriate, for pupils with SEN and/or disabilities
5.1.4 know how to draw on specialist support and resources for pupils with SEN and/or disabilities, including from special schools and other specialist services or provision
5.1.5 can develop effective working partnerships with professionals in other services and agencies, including voluntary organisations, to support a coherent, coordinated and effective approach to supporting pupils with SEN and/or disabilities, including in relation to transition planning for pupils post-16, and
5.1.6 know how to interpret specialist information from other professionals and agencies to support appropriate teaching and learning for pupils with SEN and/or disabilities and support colleagues in making use of such information

5.2 Consulting, engaging and communicating with colleagues, parents and carers and pupils to enhance pupils’ learning and achievement

5.2.1 ensure that pupils with SEN and/or disabilities are involved, whenever appropriate, in planning, agreeing, reviewing and evaluating the provision made for them, and
5.2.2 communicate effectively with parents and carers of pupils with SEN and/or disabilities, taking account of their views and providing them with timely and relevant information about the achievement, targets, progress and well-being of their children.
General Assessment Criteria
In accordance with the requirements for the M-level Post Graduate Certificate, students will also be required to successfully complete 2 assignments (4,000 words, or equivalent).
For the general assessment criteria (PGAS 2007) students must demonstrate the following:

- knowledge of the major concepts of the area of study without significant omissions, errors or irrelevancies;
- evidence that the relationship of these concepts to workplace practice is understood;
- the ability to write coherently and concisely presenting a position or argument based on the outcomes of reading and/or enquiry;
- the ability to analyse critically and reflect on professional practice using an identified framework and/or general theory;
- the ability to evaluate critically the findings of published research and other literature;
- the ability to synthesise and draw upon a range of appropriate material.

Specific Assessment Criteria

- a critical appreciation of current debates, theory and research relating to SEN and inclusion
- an ability to analyse and evaluate the SEN provision in their own workplace in the light of contemporary inclusive developments
- an awareness of how their SENCO role leads and coordinates effective SEN provision for pupils, colleagues and families in their workplace
- an ability to analyse and evaluate their own leadership and management performance and the processes involved
- professional insights as an agent of change in the context of action research
- critical engagement with and use of appropriate work-based research evidence

Formative Assessment
Students will complete a self-review questionnaire at the beginning of the training programme and if necessary will receive informal feedback. Students’ needs will continue to be ascertained and discussed by tutors throughout the training programme via formal and informal contact. A variety of sessional and inter-sessional tasks and activities will also inform tutors of students’ needs and progress. Students will also be encouraged to keep a reflective log of any issues, experiences, changes and developments in their SENCO role for the duration of the training programme.

Summative Assessment
The PGCIPP: National Award for Special Educational Needs Coordination will be assessed on the five point scale of MA (Education) Programme - (A) Distinction, (B) Good Pass, (C) Pass, (D) Minimal Pass, (E) Fail, as detailed in the general descriptors below:

(see the box following)
MA Ed. MARKING CRITERIA

(A) DISTINCTION - Displays evidence of meeting each criterion listed for a Good Pass and in addition demonstrates ability to:

- gain insight into complex issues;
- evince individual flair in producing original approaches and solutions;
- abstract and synthesise hypotheses from areas of research studied;
- communicate methodology and arguments fluently and effectively to others.

(B) GOOD PASS - Displays evidence of ability to:

- organise and interpret material well;
- reflect on and critically analyse material with no omissions, errors or irrelevancies;
- use an extensive range of literature and published research to support study;
- make strong links between content and practice;
- communicate understanding cogently;
- study aspects of the module thoroughly and pursue enquiries in depth.

(C) PASS - Displays evidence of ability to:

- organise and interpret material satisfactorily;
- reflect on and critically analyse material with few omissions, errors or irrelevancies;
- use a wide range of literature and published research to support study;
- make a number of effective links between content and practice;
- communicate understanding effectively;
- study aspects of the module satisfactorily and pursue enquiries effectively.

(D) MINIMAL PASS - Displays evidence of ability to:

- organise and interpret material adequately;
- reflect on and critically analyse material, despite some omissions, errors or irrelevancies;
- use an adequate, though reduced, range of literature and published research to support study;
- make some satisfactory links between content and practice;
- communicate understanding sufficiently;
- study aspects of the module and pursue enquiries with some degree of success.

(E) FAIL - Displays a lack or weak evidence of many of the PASS qualities listed above

- treat descriptive work reflectively;
- organise material coherently;
- make links between content and practice;
- produce a balanced study that pays due regard to requirements;
- submit work on time unless a prior request has been made for an extension or consideration of mitigating circumstances;
- submit the work at all;
- comply with regulations concerning plagiarism or other forms of academic malpractice.
g) Intellectual/Practical Skills

Students will be expected to:

- communicate coherently and concisely in speech or writing to specialist and non-specialist audiences, presenting positions or arguments based on the outcomes of reading and/or enquiry;
- synthesise and draw upon a range of appropriate material, deal with complex issues both systematically and creatively, and make sound judgements in the absence of complete data;
- evaluate critically current research and advanced scholarship in the discipline, evaluate methodologies and develop critiques of them and, where appropriate, propose new hypotheses;
- demonstrate moral and ethical behaviour in their originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline and may enhance ethical workplace practice.

h) Teaching and Learning Strategies and Methods

- seminars by tutors, invited lecturers, and members of staff to provide a variety of relevant and current expertise in SEN, leadership and management and research methodologies and techniques used by researchers in education;
- small group discussion and seminar work;
- input by fellow students presenting material for discussion;
- online learning and video conferencing;
- mentoring;
- distance learning support via e-mail and telephone;
- individual tutorials, which take account of constructive criticism in previously assessed work;
- supportive self study.

i) Transferable Skills

Students will be expected to develop the qualities and transferable skills necessary for professional development requiring:

- the exercise of initiative and personal responsibility;
- decision making in complex and unpredictable situations;
- the independent learning ability required for continuing professional development;
- developing self-direction and originality in tackling and solving problems;
- the ability to act autonomously in planning and implementing tasks at a professional or equivalent level.

j) Quality Indicators

The quality of this training programme is monitored by the following methods in compliance with the University of Chichester’s quality assurance procedures as specified in the Quality Handbook (January 2007);
• internal marking, second marking and moderation;
• External Examiners’ Reports and a supportive developmental working relationship with External Examiners who act as ‘critical friends’, to ensure parity of academic standards and quality alongside other Higher Education Institutions (HEIs);
• student representative(s) meeting with Programme Co-ordinator;
• informal student feedback to Programme Co-ordinator;
• peer observation of teaching sessions;
• MA (Ed) Management Group and Programme Route Board meetings and Internal Committees of Examiners, both of which also reflect Postgraduate Awards Scheme (PGAS) directives and recommendations and produce minuted records;
• Continuing Professional Development (CPD) meetings which produce minuted records;
• formal, written interim evaluations during the running of the training programme;
• formal, written, summative module evaluations with statistical composites drawn up of this data, scrutinised by Programme Coordinator with relevant feedback to tutors;
• individual summaries written by tutors of the formal, summative evaluations describe above, incorporating points for action, which are published in subsequent student handbooks. These are also scrutinised by the Programme Coordinator and inform any necessary discussion with tutors;
• Annual Monitoring Report incorporating internal and external review and data;
• Accreditation of Prior Experiential Learning (APEL) decisions based on dual tutor judgement and liaison with the Deputy Dean.
• evaluation and monitoring by LA partnership Consultation Groups
• QA and monitoring by TDA

k) Responsibilities of the organisations involved

The organisation/ local authority requesting the PGCiPP has responsibility for:
• Pre-programme administration including advertising and promoting the programme;
• Providing the venue for the delivery (this is subject to negotiation and may include some delivery on the University campus to enable students to use the Learning Resources Centre);
• Contributing to the delivery of the programme as negotiated with the University of Chichester;
• The appointment and allocation of mentors

The University of Chichester has responsibility for:
• Delivery of the programme (which will include sessions by the organisation/local authority);
• Appointment of tutors;
• Administration of the programme;
• QA of the programme;
• Accreditation procedures at Masters level (60 credits).

l) Staffing of the PGCiPP: National Award for Special Educational Needs Coordination

The PGCiPP will be delivered by staff from the University of Chichester, in partnership with staff from the local authority or organisation requesting the PGCiPP. Staff who are considered suitably qualified and who have specific expertise will be nominated by the Programme Coordinator and then invited by the University to assist in the delivery of the training programme. Usual quality assurance procedures will be instigated such as the submission of CVs to the Programme Coordinator and Head of Continuing Professional Development (CPD). The usual evaluation procedures will be carried out.
m) Quality of Venues

All venues where delivery of the PGCiPP will take place will be visited by the Programme Coordinator for the PGCiPP and/or the Head of CPD to ensure suitability for learning and teaching.

n) Health and Safety issues

All staff are required to work within the Health and Safety policy of their own organisation. All PGCiPP and University of Chichester facilities, equipment and activities within this Certificate are covered by comprehensive insurance.

o) Requirements

Admission Requirements

The PGCiPP: National Award for Special Educational Needs Coordination follows the regulations on admissions as set out in Section 5 of the Postgraduate Awards Scheme Document (2007). This covers standard entry requirements, non-standard entry, accreditation of prior learning and accreditation of prior experiential learning.

The basic principle for admission is to seek evidence of personal, professional and educational experiences and to tailor the training programme to meet those needs. Requirements of candidates are:

- a good honours degree or equivalent;
- QTS and employment in an education related sector;
- A SENCO new to the role in the previous 2 years
- a command of written English equivalent to International English Language Testing System (IELTS) level 6.5

Non-standard Entry

It is recognised that some experienced SENCOs may also wish to gain the national award whilst already having the appropriate skills and knowledge of the SENCO role. In such cases the applicant may be invited to apply for Accreditation of Prior Learning (APL) or Accreditation of Prior Experiential Learning (APEL). They will be required to complete a workplace development project within their own setting and show evidence within the Professional Portfolio that they have met the learning outcomes of the TDA specification. Under the Credit Accumulation Transfer (CAT) Scheme advanced standing can also be awarded to students, who have gained either relevant qualifications or experience in the preceding five years, which may result in the granting of credit towards an MA (Ed).

Award requirements (including interim awards)

Successful completion of the PGCiPP: National Award for Special Educational Needs Coordination programme will enable you to obtain 60 M level credits. Students may opt to terminate their studies at this point or continue to study for a Postgraduate Diploma and the MA in Education. To obtain an MA(Ed) students must complete the equivalence of 120 credits and a 60 credit dissertation. For the MA Education Programme (generic award), at least the final four modules and the dissertation must be in Education. Continuation beyond the Postgraduate Certificate stage will require the study of either two content modules from the list of modules for the MA(Ed) programme and Research Seminars or one content module and two research modules, the last of which should be Research Seminars, the final module in preparation for the Dissertation (see diagram below).
Specialisation
Students completing the PGCiPP: National Award for Special Educational Needs Coordination may indicate their wish to register subsequently for a specialist named award in *Leadership and Management* or *Inclusion*. The validity of the named award will depend upon the pathway designation(s) of at least one of their two subsequent content modules and on the focus of their dissertation.

**MA Education programme requirements**

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<th>National Award for Special Educational Needs Coordination</th>
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<tr>
<td>The Award will be determined by successful achievement of all the learning outcomes of the TDA specification for the Award. The intention is that the programme will contain elements relating to study at Masters level and prepare SENCOs to lead teaching and learning and the coordination of provision of pupils with SEN/disabilities in their workplace.</td>
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<th>Award</th>
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<tr>
<td>The Postgraduate Certificate in Professional Practice: National Award for Special Educational Needs Coordination</td>
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<tr>
<td>The award of the Postgraduate Certificate (60 CATS credits) will be made on satisfactory completion of the PGCiPP</td>
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<th>Award</th>
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<tr>
<td>The Postgraduate Diploma in Professional Practice: Leadership and Management or Inclusion</td>
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<tr>
<td>The award of the Postgraduate Diploma (120 CATS credits) will be made on satisfactory completion of the PG cert and <strong>three further modules.</strong> Either, two content modules from the list of modules for the MA(Ed) programme and Research Seminars or, one content module and two research modules, the last of which should be Research Seminars in preparation for the dissertation.</td>
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| The MA in Education or The MA in Education: Leadership and Management or Inclusion |
| The award of a Masters Degree (180 CATS credits) will be made on satisfactory completion of the PG Cert, **three further modules** and a **dissertation.** The dissertation is the culminating stage of the Masters degree and is normally completed over two terms. |

Further information on this programme can be found in the University of Chichester’s *Professional and Postgraduate Courses and Research Opportunities Prospectus*, the MA (Education) Student Programme Handbook or by contacting a member of the MA(Education) team, Bognor Regis Campus, Upper Bognor Road, Bognor Regis, PO21 1HR, telephone 01243 812141 or, e-mail b.thompson@chi.ac.uk.
Programme Specification: Overview

**Introductory Day**
Self-review questionnaire

**Term 1**
4 facilitated sessions
3 hrs mentoring
1 hr tutorial
independent/work-based study

**Term 2**
3 facilitated sessions
3 hrs mentoring
1 hr tutorial
independent/work-based study

**Term 3**
3 facilitated sessions
3 hrs mentoring
1 hr tutorial
independent/work-based study

**Assessment**
Case Study or Presentation
(4,000 words or equivalent).
A critical analysis and evaluation of
SEN provision in your own
workplace in the light of
contemporary developments in
inclusive practices

Professional Development
Portfolio. Ongoing evidence of
achieving the learning outcomes of
the TDA specification

**Assessment**
Essay (4,000 words or equivalent).
A critical appreciation of your own
leadership and management
effectiveness into an aspect of
change and development in your
SENCO role and SEN provision
within your workplace.

Professional Development
Portfolio. Ongoing evidence of
achieving the learning outcomes of
the TDA specification

**Assessment**

Professional Development
Portfolio. Evidence of achieving all
the learning outcomes of the TDA
specification including a written
report by the mentor and
headteacher on the impact of the
training, and supporting evidence
from parents/carers, pupils and
other professionals.

Submission of the Professional
Development Portfolio

**PGCiPP: National Award for Special Educational Needs Coordination**
<table>
<thead>
<tr>
<th>Term 1</th>
<th>Facilitated Session</th>
<th>Independent/ Work-based Study</th>
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<tbody>
<tr>
<td>Session 1</td>
<td>Introduction to the programme; the SENCO role; statutory and regulatory frameworks for SEN; analysing and interpreting data</td>
<td>Research school policies and procedures, examine school data and assess effectiveness. Reflexive log</td>
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<tr>
<td>Session 2</td>
<td>Promoting inclusive practice and removing barriers to learning; inclusive pedagogy; using the Code of Practice; provision management</td>
<td>Identify and begin to evaluate an aspect of SEN/ disability provision currently under review in your setting. Reflexive log</td>
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<td>Session 3</td>
<td>Researching special educational needs; evaluating methodologies, developing a critical analysis of the SENCO role, SEN provision and inclusive practice; how research informs change</td>
<td>Begin to investigate and prepare a topic for school-based research. Reflexive log</td>
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<td>Session 4</td>
<td>Leading, developing and supporting colleagues; professional development; induction and training programmes for staff; classroom observations and monitoring; Ofsted framework</td>
<td>Examine examples of training programmes, knowledge and information sharing. Prepare or revise current school training programme. Reflexive log</td>
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<th>Term 2</th>
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<td>Session 5</td>
<td>SENCOs as emotionally intelligent leaders and managers; styles of leadership, leading the supporting team; working strategically with colleagues and SMT; managing conflict and restorative practice</td>
<td>Identify and record 1. a critical incident and 2. a positive management strategy to bring to the session. Reflexive log</td>
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<tr>
<td>Session 6</td>
<td>Working with vulnerable children and families; mental health issues, behaviour and LAC; working with families and children; parent partnership; effective multi-agency working; safeguarding children</td>
<td>Investigate and evaluate EI support in the school; attend a TAC meeting or visit a different educational setting. Write a follow up report. Reflexive log</td>
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<tr>
<td>Session 7</td>
<td>Research into practice; ethical considerations; data collection; analysing data; presentations</td>
<td>Prepare a 10 minute presentation on how you are working in an emotionally intelligent way with colleagues, pupils and families. Reflexive log</td>
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<thead>
<tr>
<th>Term 3</th>
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<tbody>
<tr>
<td>Session 8</td>
<td>Resourcing, funding and organising SEN; provision mapping; coordinating and monitoring provision; interpreting and disseminating information from external reports</td>
<td>Prepare own provision map of SEN; access and evaluate external specialist report. Reflexive log</td>
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<td>Session 9</td>
<td>Negotiating with others and managing meetings; empowering and delegating; attending different meetings; managing sensitive situations; the pupil voice</td>
<td>Keep a record of meetings attended and identify what went well, what didn’t; were outcomes clear and /or implemented? Reflexive log</td>
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<tr>
<td>Session 10</td>
<td>Being a reflexive practitioner; review of knowledge and skills; recognising change and development in SEN provision; impact on schools, pupil progress and partnership with families</td>
<td>Complete evidence gathering for Professional Development Portfolio. Reflexive log</td>
</tr>
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