



LEEDS
BECKETT
UNIVERSITY

Course Specification

Postgraduate

Certificate in

Special Education

Needs Coordination

Course Code: PCSED

2020/21

Postgraduate Certificate in Special Education Needs Coordination (PCSED)

Material Information Summary for 2020/21 Postgraduate Entrants

Confirmed at July 2019

General Information

Award	Postgraduate Certificate in Special Education Needs Coordination
Contained Awards	N/A
Awarding Body	Leeds Beckett University
Level of Qualification & Credits	level 7, 60 credits
Course Lengths & Standard	9 month Distance Learning
Timescales	
Location(s) of Delivery	Distance
Entry Requirements	Admissions criteria are confirmed in your offer letter. Details of how the University recognises prior learning and supports credit transfer are located here: www.leedsbeckett.ac.uk/studenthub/recognition-of-prior-learning . Admissions enquiries may be directed to: AdmissionsEnquiries@leedsbeckett.ac.uk .
Course Fees	Course fees and additional course costs are confirmed in your offer letter. Enquiries may be directed to Fees@leedsbeckett.ac.uk .

Timetable Information

Timetables will be made available to students during your induction week via:

- i) The Student Outlook Calendar
- ii) The Student Portal (MyBeckett)
- iii) The Leeds Beckett app

Any difficulties relating to timetabled sessions may be discussed with your Course Administrator.

Key Contacts

Your Course Leader

Mhairi Beaton

m.beaton@leedsbeckett.ac.uk

Your Course Administrator

Louise Clarke

education@leedsbeckett.ac.uk

Course Overview

The Postgraduate Certificate in SEN Coordination is intended to fulfil all the requirements of the National Award for Special Educational Needs Co-ordination which all SENCOs are required to complete within their first three years in post. The Leeds Beckett Postgraduate Certificate in SEN Coordination is a single 60 Masters credits module course, developed in collaboration with local specialists, academics and practitioners and covering all the requirements of the National Award.

The course will be delivered Online. Students will access the University's Virtual Learning Environment where purpose designed study material, further reading and practical exercises are available and participants will have the support of a personal tutor who will carry out an initial needs audit and oversee progress throughout the course. They are assessed through a portfolio of four practical tasks, tailored to students' individual practice and experience.

Course Learning Outcomes

The PGCert in Special Educational Needs Coordination is linked to the set of learning outcomes set by the National College for Teaching and Leadership:

Part A: Professional Knowledge and Understanding

The Award should enable SENCOs to know and understand the implications of:

1. The statutory and regulatory context for SEN and disability equality and the implications for practice in their school or work setting

- Guidance within the SEN Code of Practice and how it is interpreted locally;
- Mediation and the SEND Tribunal;
- The Local Offer;
- OfSTED Frameworks relevant to their school or work setting;
- New funding models, including the right to personal budgets;
- The policy and legislative context for health and social care, including safeguarding and the health and well-being agenda;
- Relevant guidance on data protection and confidentiality, health and safety, including governor accountabilities.

2. The principles and practice of leadership in different contexts:

- The characteristics of highly effective leadership;
- Leadership and management processes and tools that support change in schools;
- The role of leadership and professional challenge in supporting and promoting a culture of continuous professional development linked to improvement;
- Their own leadership, including strengths and areas for development;
- The professional qualities of effective team leadership.

3. How SEN and disabilities affect pupils' participation and learning

- The breadth and complexity of the causes of under achievement;
- How children's development is affected by SEN and/or disabilities, including mental health needs, and the quality of teaching they receive;
- High incidence SEN and their implications for teaching and learning and inclusive practice;
- Planning provision for children and young people with more severe and complex SEN.

4. Strategies for improving outcomes for pupils with SEN and/or disabilities

- Theories of learning as the basis upon which to design effective interventions;
- Removing barriers to participation and learning for children and young people with SEN and/or disabilities;
- Addressing discrimination, stereotyping and bullying related to SEN and disability;
- The potential of new technologies to support communication, teaching and learning for children and young people with SEN and/or disabilities;
- Relevant theory, research and inspection evidence about effective practice in including pupils with SEN and/or disabilities.

Part B: Leading and Coordinating Provision

The Award should enable SENCOs to:

5. Work strategically with senior colleagues and governors to:

- Advise on and influence the strategic development of a person-centred and inclusive ethos, policies, priorities and practices;
- Promote a whole school culture of high expectations and best practice in teaching and learning to improve outcomes for children and young people with SEN and/or disabilities;
- Ensure that the school's SEN policy is embedded within the school's performance management, self-evaluation and improvement planning;
- Establish systems to collect, analyse and interpret data, including Raise
- On-line, to inform policy and practice, raise expectations and set challenging targets for children and young people with SEN and/or disabilities;
- Commission, secure and deploy appropriate resources to reinforce the teaching of children and young people with SEN and/or disabilities, and evaluate and report upon their impact on progress, outcomes and cost effectiveness.

6. Lead, develop and, where necessary, challenge senior leaders, colleagues and governors to:

- Understand and meet their statutory responsibilities towards children and young people with SEN and/or disabilities;
- Promote improvement in teaching and learning to identify, assess and meet the needs of children and young people with SEN and/or disabilities, within a person-centred approach;
- Model effective practice, coach and mentor colleagues;
- Lead the professional development of staff so that all staff improve their practice and take responsibility for removing barriers to participation and learning;
- Deploy and manage staff effectively to ensure the most efficient use of resources to improve progress of children and young people with SEN and/or disabilities.

7. Critically evaluate 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 to personalise provision for children and young people with SEN and/or disabilities;
- Draw upon relevant research and inspection evidence about teaching and learning in relation to pupils with SEN and/or disabilities to improve practice;
- Undertake small-scale practitioner enquiry to identify, develop and rigorously evaluate effective practice in teaching pupils with SEN and/or disabilities.

8. Draw on external sources of support and expertise to:

- Engage with the Local Offer to develop effective working partnerships with professionals in other services and agencies, including voluntary organisations, to support a coherent,
- coordinated and effective approach to supporting children and young people with SEN and/or disabilities;
- Promote, facilitate and support effective multi-agency working for all children and young people with SEN, through, e.g. person-centred planning, 'team around a child or family', the Common Assessment Framework and the Education, Health and Care Plan;
- Interpret specialist information from other professionals and agencies and demonstrate how it has been used to improve teaching and learning and outcomes for children and young people with SEN and/or disabilities;
- Ensure continuity of support and progression at key transition points for children and young people with SEN and/or disabilities.

9. Develop, implement, monitor and evaluate systems to:

- Identify pupils who may have SEN and/or disabilities;
- Inform all staff about the learning needs, emotional, social and mental health needs and achievement of children and young people with SEN and/or disabilities;
- Set challenging targets for children and young people with SEN and/or disabilities;
- Plan and intervene to meet the needs of children and young people with SEN and/or disabilities;

- Record and review the progress of children and young people with SEN and/or disabilities;
- Make effective use of data to evaluate and report upon the effectiveness of provision and its impact on progress and outcomes for pupils with SEN and/or disabilities;
- Ensure appropriate arrangements are put in place for children and young people sitting national tests and examinations or undertaking other forms of accreditation.

Part C: Personal and Professional Qualities

The Award should enable SENCOs to develop and demonstrate the personal and professional qualities and leadership they need to shape an ethos and culture based upon person-centred, inclusive, practice in which the interests and needs of children and young people pupils with SEN and/or disabilities are at the heart of all that takes place. This is evident when:

- There are high expectations for all children and young people with SEN and/or disabilities;
- Person-centred approaches build upon and extend the experiences, interests, skills and knowledge of children and young people with SEN and/or disabilities;
- The voice of children and young people with SEN and/or disabilities is heard and influences the decisions that are made about their learning and well-being;
- Family leadership is encouraged and parents and carers are equal partners in securing their child's achievement, progress and well-being.

Students with QTS successfully completing the PGCert SENCO will also be awarded the National Award for SEN Coordination – this is a vocational award with a competency-based framework.

Teaching and Learning Activities

The course will be:

- **Inspiring.** The course will be taught with commitment and passion by staff committed to the profession who will provide a conduit between teachers and theory. Personal tutors and discussion time during teaching days will offer the opportunity for exploration of alternative approaches to particular cases drawn from students' experiences.
- **Creative.** The course develops the creativity of participants and empowers teachers to develop their creativity using evidence-based practice. One of the priorities of the course is to question established practices and to deconstruct ideas about the limitations in creating new interventions.
- **Enterprising.** The course makes links between practitioners and develops opportunities for collaboration and enterprise. From the following year all students on the course will be encouraged to have a 'Buddy SENCo', i.e. a colleague in the course who will offer support inside and outside the course and offer formative feedback to assignments (peer review).
- **Purposeful.** The course has a clear aim and structure designed to meet that aim. Its design and delivery is directly linked to the requirements of the SEN Code of Practice.
- **Respectful.** The course is committed to inclusion and valuing the variety of experiences that participants come to the programme with. The course actually draws from these experiences to develop its content.
- **Professional.** We hold and promote the highest standards of professionalism including those mandated by regulation.

The course is taught by experienced professionals fully committed to maintaining and developing their knowledge base through CPD and research. Assessment is designed to meet the needs of a variety of students and is directly linked to their professional lives and development. For those students on the online course, the assessment is designed to be flexible to allow students living outside the UK to meet the assessment criteria by drawing on examples from their own jurisdiction.

Your Modules

This information is correct for students progressing through the programme within standard timescales. Students who are required to undertake repeat study may be taught alternate modules which meet the overall course learning outcomes. Details of module delivery will be provided in your timetable.

Level 7 Core Module (2020/21 for Distance Learning students)

L7 Special Educational Needs Coordination – 60 credits

Assessment Balance and Scheduled Learning and Teaching Activities

The assessment balance and overall workload associated with this course are calculated from core modules and typical option module choices undertaken by students on the course. They have been reviewed and confirmed as representative by the Course Director but applicants should note that the specific option choices students make may influence both assessment and workload balance.

A standard module equates to 200 notional learning hours, which may be comprised of teaching, learning and assessment, any embedded placement activities and independent study. Modules may have more than one component of assessment.

On this course students will be assessed by coursework.

Overall Workload	
Teaching, Learning and Assessment	408 hours
Independent Study	192 hours
Placement	0 hours

Learning Support

If you have a question or a problem relating to your course, your Course Administrator is there to help you. Course Administrators work closely with academic staff and can make referrals to teaching staff or to specialist professional services as appropriate. They can give you a confirmation of attendance letter, and a transcript. You may also like to contact your Course Rep or the Students' Union Advice team for additional support with course-related questions.

If you have any questions about life at our University in general, call into or contact the Student Hub on either campus to speak to our Student Experience Team. This team, consisting of recent graduates and permanent staff, are available to support you throughout your time here. They will make sure you have access to and are aware of the support, specialist services, and opportunities our University provides. There is a Student Hub on the ground floor of the Rose Bowl at City Campus and one in Campus Central at Headingley. You can also find the team in the Gateway in the Leslie Silver Building at City Campus. Email enquiries may be directed to studentexperience@leedsbeckett.ac.uk.

Within MyBeckett you will see two tabs (Support and Opportunities) where you can find online information and resources for yourselves. The **Support** tab gives you access to details of services available to give you academic and personal support. These include Library Services, the Students' Union, Money advice, Disability advice and support, Wellbeing, International Student Services and Accommodation. There is also an A-Z of Support Services, and access to online appointments/registration.

The **Opportunities** tab is the place to explore the options you have for jobs, work placements, volunteering, and a wide range of other opportunities. For example, you can find out here how to get help with your CV, prepare for an interview, get a part-time job or voluntary role, take part in an international project, or join societies closer to home.