



LEEDS  
BECKETT  
UNIVERSITY

# Course Specification

**PG Cert Leading Special  
Educational Needs in  
International Contexts**

**Course Code: PLSEN**

**2026/27**

[leedsbeckett.ac.uk](https://leedsbeckett.ac.uk)

# ***PG Cert Leading Special Educational Needs in International Contexts (PLSEN)***

## **Applicant Facing Course Specification for 2026/27 Entrants**

Confirmed at October 2025

### **General Information**

<b>Award</b>	Postgraduate Certificate Leading Special Educational Needs in International Contexts
<b>Awarding body</b>	Leeds Beckett University
<b>Level of qualification and credits</b>	Level 7 of the Framework for Higher Education Qualifications, with 60 credit points at Level 7 of the Higher Education Credit Framework for England.
<b>Course lengths and standard timescales</b>	<p>Start dates will be notified to students via their offer letter. The length and mode of delivery of the course is:</p> <ul style="list-style-type: none"><li>• 9 months (part time, distance Learning)</li></ul>
<b>Part time study</b>	<p>PT delivery is usually at half the intensity of the FT equivalent course, although there may be flexibility to increase your pace of study to shorten the overall course duration. Some modules may be delivered in a different sequence from that defined within this information set but the modules offered within each level are consistent. Please note that a work placement option is not generally available to PT students.</p>
<b>Location(s) of delivery</b>	Distance Learning
<b>Entry requirements</b>	<p>Admissions criteria are confirmed in your offer letter. Details of how the University recognises prior learning and supports credit transfer are located here: <a href="https://www.leedsbeckett.ac.uk/student-information/course-information/recognition-of-prior-learning/">https://www.leedsbeckett.ac.uk/student-information/course-information/recognition-of-prior-learning/</a></p> <p>Admissions enquiries may be directed to: <a href="mailto:AdmissionsEnquiries@leedsbeckett.ac.uk">AdmissionsEnquiries@leedsbeckett.ac.uk</a>.</p>
<b>Course fees</b>	<p>Course fees are confirmed in your offer letter. A breakdown of any additional costs is included on the online prospectus entry for this course.</p> <p>Fees enquiries may be directed to <a href="mailto:Fees@leedsbeckett.ac.uk">Fees@leedsbeckett.ac.uk</a>.</p>

## **Policies, Standards and Regulations**

<https://www.leedsbeckett.ac.uk/our-university/public-information/academic-regulations/>

Standard regulations apply to this course.

## **Timetable**

Timetables for Semester 1 will be made available to students during induction week via:

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

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

## **Key Contacts**

**Your course director**                      Meri Nasilyan

**Your course administrator**            [education@leedsbeckett.ac.uk](mailto:education@leedsbeckett.ac.uk)

## Course Overview

### Aims

The programme aims to enable students to

- Develop the overall capacity of students to effectively improve outcomes for learners with SEND through their teaching and/or leadership.
- Apply their leadership qualities to a range of global contexts, and reach decisions around policy, practice and provision which are informed by an awareness of culture, religion, policy, history and society.
- Develop the communication and advocacy skills for working strategically with a range of stakeholders.
- Develop skills for professional enquiry into classroom and/or leadership practice in education, to gain enhanced insight into leadership, SEND, and the needs of individual learners.
- Have an enriched in-depth knowledge base on SEND, leadership, and intersectional barriers to learning, to support evidence-formed and critical decision-making.
- Have a fuller understanding of professional duties associated with the role of the 'Special Educational Needs Coordinator' in a range of global contexts.

### Course learning outcomes

At the end of the course, students will be able to:

1	To effectively communicate complex ideas, theories and evidence underpinning strategic decision making for leading inclusion in education.
2	To engage critically with policy and practice related to leading inclusion in education, to reach interpretations and insights that are cogent and supported with reasoned argument.
3	To develop an in-depth and nuanced knowledge and understanding of various cultural and/or contextual factors underpinning policy and practice related to Special Educational Needs and Disabilities and impacting on experiences of teaching, learning and education leadership.
4	To develop in-depth specialist knowledge of professional duties associated with leading inclusion in education and of possible approaches to ensuring improvement.

## Teaching and Learning Activities

### Summary

Teaching will be delivered through a series of pre-recorded lectures, set texts, and learning activities within the virtual learning environment(s). This will be supported by online discussion boards and regular online 'drop-in' sessions, offered at different times of day, to enable the participation of students living outside of

GMT/BST. Occasional live webinars will also be offered as well as assignment tutorials.

The course team will include tutors with extensive sector experience as well as tutors who have undertaken research related to leading inclusion in education .

The assessed tasks for each module are designed specifically to challenge students to develop highly reflective practitioner skills, as well as apply practical solutions that hold relevance and meaning within their workplace. The course is committed to valuing the variety of experiences that participants come to the programme with. The course will over time actually draw from students' experiences to develop its content, case studies and input from expert facilitators.

## Your modules

This information is correct for students progressing through the programme within standard timescales. Option modules listed are indicative of a typical year. There may be some variance in the availability of option modules. 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

#### *Compulsory modules*

Module title	Credits	Semester/ teaching period
Exploring Intersecting Barriers to Learning	20	1
Global Perspectives on Special Educational Needs and Disabilities	20	2
Developing as an inclusive leader in education	20	1-2
Number of credits of compulsory modules	60	

## Assessment 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.

### Assessment

Over the entire course, students complete a range of different types of assessment, demonstrate the learning outcomes and their overall capacity for leadership. Assessments include written essays, oral presentations. The assessment of contributions to online discussion boards is also assessed.

The assessment is designed to be flexible and practical to allow international students to meet the assessment criteria by drawing on examples from their own educational establishment in accordance with their professional role, responsibilities and development.

### **Workload**

The number of hours of workload generally equates to 1200 per level for an honours degree or 1800 for a Masters programme, corresponding to the national standard of 10 notional hours of learning for each UK HE credit point.

<b>Overall Workload</b>	<b>Level 7</b>
Teaching, learning and assessment	72 hours
Independent study	528 hours
Placement	0 hours