

PG Certificate SENCO (part-time modular)
For students entering in 2016/7

Awarding Institution:	University of Reading
Teaching Institution:	University of Reading
Relevant QAA subject Benchmarking group(s):	
Faculty:	Arts, Humanities and Social Science Faculty
Programme length:	3 years
Date of specification:	03/Jan/2017
Programme Director:	Dr Tim Williams
Programme Advisor:	
Board of Studies:	PG non ITE Board of Studies

Summary of programme aims

The programme will enable Special Educational Needs Co-ordinators (or those aspiring to be SENCOs) to fulfil the leadership role set out in the Department for Education and Department of Health's Special Educational Needs and Disability Code of practice: 0 to 25 years (2015).

This aim is achieved by exploring the historical context of special educational needs provision as well as current legislative framework, common barriers to learning for students with special educational needs that exist within schools or other educational settings and some of the common types of disability that SENCOs would see in an educational setting (e.g. dyslexia, autistic spectrum disorder, communication disorders, etc.).

Transferable skills

Students will develop the following transferable skills at an appropriate level:-

- Ability to use library and other academic resources;
- Writing skills: writing of papers/essays/professional reports, abstraction of others' work from written, oral and audio-visual material, reviewing work and practice of peers;
- Ability to make oral presentations;
- Ability to critique existing policies and practices in a professional field;
- Ability to undertake independent or collaborative research.

Programme content

All modules are compulsory.

<i>Code</i>	<i>Title</i>	<i>Credits</i>	<i>Level</i>
EDM122	SENCO 1: Policies and Procedures	20	7
EDM123	SENCO 2: Overcoming Barriers to Learning	20	7
EDM124	SENCO 3: Learners with Difficulties and Disabilities	20	7

In addition all students must demonstrate that they have met the NCTL's National Award for SEN Co-ordination Learning Outcomes. This is done through a Portfolio of Evidence which is monitored once per term. It is expected that this evidence is gathered throughout the programme and is marked on a pass/fail basis.

Part-time or modular arrangements

Most students complete the programme on a part-time basis over one year. As this is a modular programme, it can be completed in up to three years.

Progression requirements

Students must be in employment as a teacher throughout the duration of the programme.

If the portfolio of evidence fails at the first attempt, one further attempt will be permitted; the portfolio must be re-submitted within 3 months of the notification of failure.

Summary of Teaching and Assessment

The University's classification scheme is:

Mark	Interpretation
70% - 100%	First class
60% - 69%	Upper Second class
50% - 59%	Lower Second class

40% - 49%	Third class
35% - 39%	Below Honours Standard
0% - 34%	Fail

Further information on the classification conventions, including borderline criteria, is available at <http://www.reading.ac.uk/internal/exams/Policies/exa-class.aspx>

Postgraduate Certificate SENCO

The award of the Postgraduate Certificate SENCO carries with it validation for the National Award for SEN Co-ordination.

To qualify for the Postgraduate Certificate SENCO, students must:

- Gain an overall average of 50% or more over 60 credits with no marks below 40%.
- Pass the Portfolio of Evidence.
- Be in employment within a school or other educational establishment and have the ongoing support of their employer to remain on the programme. A supporting statement from the employer is a condition of entry to the programme and the Institute will assume that this confirms the employer's ongoing support unless they receive written notification to the contrary.

Any students on the PGCert SENCO who are no longer employed within a school or other educational establishment or who do not retain their employer's ongoing support for this programme will be offered the opportunity to transfer to the PGCert Education.

Students who fail to qualify for the Postgraduate Certificate SENCO but gain an overall average of 50% or more over 60 credits with no marks below 40% will be awarded a Postgraduate Certificate in Education.

Admission requirements

Entrants to this programme are normally required to be:

- Teachers who are qualified to teach in England and Wales
- In employment as a teacher throughout the duration of the programme

Entrants are also required to provide a statement from their employer supporting their entry to the programme.

Admissions Tutor: Dr Tim Williams

Support for students and their learning

University support for students and their learning falls into two categories. Learning support is provided by a wide array of services across the University, including: the University Library, the Careers, Placement and Experience Centre (CPEC), In-sessional English Support Programme, the Study Advice and Mathematics Support Centre teams, IT Services and the Student Access to Independent Learning (S@il) computer-based teaching and learning facilities. There are language laboratory facilities both for those students studying on a language degree and for those taking modules offered by the Institution-wide Language Programme. Student guidance and welfare support is provided by Personal Tutors, School Senior Tutors, the Students' Union, the Medical Practice and advisers in the Student Services Centre. The Student Services Centre is housed in the Carrington Building and offers advice on accommodation, careers, disability, finance, and wellbeing, academic issues (eg problems with module selection) and exam related queries. Students can get key information and guidance from the team of Helpdesk Advisers, or make an appointment with a specialist adviser; Student Services also offer drop-in sessions and runs workshops and seminars on a range of topics. For more information see www.reading.ac.uk/student

A comprehensive handbook is available for the programme. All students are required to attend a day's induction at the beginning of the programme. Ongoing support is provided via Blackboard VLE.

Career prospects

Participants are required to be in a teaching position and this programme will support Special Educational Needs Co-ordinators to fulfil their leadership role.

Opportunities for study abroad or for placements

Due to the part-time nature of the programme which requires participants to be in employment there are no opportunities for study abroad or placements.

Programme Outcomes

Knowledge and Understanding

A. Knowledge and understanding of:

1. The historical context of special educational needs provision.
2. The statutory and regulatory context for SEN and disability equality and the implications for practice in school.
3. The role of SENCO in relation to leadership and staff development.
4. Common types of disability that SENCOs would see in an educational setting.
5. Common barriers to learning for students with special educational needs.
6. Child development and causes of under achievement.
7. The role of families and peers in learning.

Teaching/learning methods and strategies

Lectures, presentations and seminars.
Group discussions and short tasks.
Peer observations.

Assessment

Written assignments, research projects.

Skills and other attributes

B. Intellectual skills - able to:

1. Abstract complex orally presented material.
2. Critically evaluate school policy on SEN and Inclusion.
3. Critically analyse the leadership role of the SENCO within a school.
4. Implement the concept of personalised learning.
5. Implement strategies to reduce barriers to learning for students with special educational needs.
6. Appropriately modify effective testing regimes and assessment.
7. Explore best practice in relation to transition and planning for the future.

Teaching/learning methods and strategies

Lectures, presentations and seminars.
Group discussions and short tasks.
Peer observations.

Assessment

Written assignments, research projects.

C. Practical skills - able to:

1. Lead the teaching and learning for pupils with SEN and/or disabilities.
2. Identify and implement teaching strategies for learners.
3. Prepare assessment and data in relation to supporting pupils with additional needs.
4. Manage relevant resources.
5. Analyse and appropriately apply tools used in the assessment of students with additional needs.
6. Identifying and access specialist support.
7. Apply effective behaviour management techniques.

Teaching/learning methods and strategies

Lectures, presentations and seminars.
Group discussions and short tasks.
Peer observations.

Assessment

Written assignments, research projects.

D. Transferable skills - able to:

1. Critically evaluate and implement local guidelines and best practice.

Teaching/learning methods and strategies

Lectures, presentations and seminars.
Group discussions and short tasks.

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| 2. Evaluate the relevance and fitness to purpose of technology. | Peer observations.
Library induction sessions. |
| 3. Communicate effectively and accurately in writing | <i>Assessment</i> |
| 4. Work collaboratively in a group. | Written assignments, research projects. |
| 5. Contribute to professional dialogue and development | |
| 6. Produce well-structured and well-argued written communication. | |
| 7. Perform advanced searches for information relevant to specific topics. | |
| 8. Manage time and work to deadlines. | |

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 he/she 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 description and in the programme handbook. The University reserves the right to modify this specification in unforeseen circumstances, or where the process of academic development and feedback from students, quality assurance process or external sources, such as professional bodies, requires a change to be made. In such circumstances, a revised specification will be issued.