

Please read Guidance 3xviii in order to complete this form.

New Module Form/Module Narrative

1.	Module code:	M01
2.	Title:	National Award for SEN Coordination
3.	Credit points:	60
4.	FHEQ level:	7
5.	Start term:	Autumn, Spring, Summer
6.	Module leader:	TBC
7.	Accredited by:	NASENCo Provider Partnership
8.	Module restrictions:	
	(a) Pre-requisite	None
	(b) Programme restrictions	None
	(c) Level restrictions	PG
	(d) Other restrictions or requirements	<ul style="list-style-type: none"> • Can not be taken if M16, M22a, or M22b has been completed. • Students who are not working as the named SENCO in their setting will need to provide confirmation from the head of their school or setting that they will have the required access to roles and opportunities that enable them to meet the learning outcomes.
9.	Aims:	<p>The National Award for SEN Coordination aims to meet the NCTL learning outcomes, allowing students who undertake this module to meet the Code of Practice requirements for SENCOs in maintained mainstream settings. This is achieved through developing a comprehensive understanding of the background legislation, policies and evidence that underpin inclusion and SEN provision in England.</p>
10	Learning outcomes: <i>(Knowledge and Skills sections can be merged if appropriate)</i>	<p>On successful completion of this module, students will:</p> <ol style="list-style-type: none"> 1. Be able to apply a systemic understanding of knowledge of both statutory and regulatory frameworks at national and local level concerning learning, teaching and assessment of pupils with SEND, as well as specialist theoretical approaches. 2. Hold specialist knowledge of high incidence SEND and how they can affect pupils' participation, engagement and learning enabling them to proactively work with colleagues to address these barriers. 3. Apply the principles of effective educational leadership in practice by taking responsibility for leading the systematic and critical evaluation of own and others' capabilities, performance and development. 4. Design and develop a specialist case-study project to critically evaluate a focus area of SEND in comparison with an alternative setting, identify research-informed changes to implement in their setting.

	<ol style="list-style-type: none"> 5. Demonstrate strategic financial planning, budget management, and analysis of pupils progress data to allocate resources effectively to deliver high quality SEND provision in line with best value principles. 6. Enhance team performance within their professional community by working strategically with both senior colleagues / school governors and commissioned external services to enhance SEND provision. 7. Critically evaluate, develop and implement systems for monitoring and evaluating the impact of teaching and learning, incorporating tools for collecting, analysing and using data about pupil progress.. 8. Met the operationally based NCTL learning outcomes as required by the SEND Code of Practice (2015, DfE)
11	<p>Syllabus:</p> <ul style="list-style-type: none"> ● The national context for inclusive education and current SEND legislation. ● Theories of typical child development. ● High incidence SEND and how these affect pupils' learning and development. ● Developing strategy and policies for inclusive education and how to work with others to positively influence the strategic vision and commitment for the delivery of inclusive education. ● An area of applied professional practice can be compared, contrasted and critically analysed with the same area of practice in the delegate's own school, leading to developmental outcomes for the SENCO to implement. ● In-depth analysis of a particular SEND issue in the workplace ● Design, implementation and evaluation a local intervention aimed at enhancing the outcomes for one or more SEND pupils. ● Understanding of the SENCO's key role in working with multiple stakeholders. ● Importance of interpersonal relationships for effective planning and delivery of interventions. ● How to enhance their own and others' personal and professional development. ● The use of a 360 degree leadership behaviours tool for use with a supportive colleague..
12	<p>Learning and teaching strategy:</p> <p>Learning and teaching will be via distance education using Real Training's online Virtual Learning Environment, Campus Online.</p> <p>Students access the study topics, including the learning activity instructions and supporting content through Campus Online.</p> <p>Campus Online is an integrated environment that:</p> <ul style="list-style-type: none"> ● Guides the student through the module, giving instruction of what to do to complete the module's series of Learning Experiences. These experiences are designed to cover the Learning Outcomes so that the student can pass their assessments. ● Allows students to manage and track their progress through the activities and assessments. ● Allows the flexibility for students to work at their own pace, around their individual schedule and to revisit all materials at any point in their studies.

	<ul style="list-style-type: none"> Enables students to submit their evidence and assignments, and receive feedback from their tutors. <p>These are supported by activities that promote review and reflection and provide access to relevant theory, policy, case study and exercises. There is access to supporting content including:</p> <ul style="list-style-type: none"> Directed reading of selected papers, book chapters, specialist online materials. Use of case study examples, videos and other learning materials. Practical activities and reflection on own practice, structured through 'learning log' online entries. <p>Campus Online also supports a collaborative learning environment with:</p> <ul style="list-style-type: none"> Fellow students via online discussions to problem-solve issues raised by delegates from real-life settings, to critically analyse ideas and research, and respond to practical case studies. Interaction with tutors including receiving formative feedback, and more general support (for learning, technical questions and course administration) via private messaging and forums. Both students and tutors via webinars (both live and recorded) by tutors and visiting professionals and academics. 															
<p>13</p>	<p>Assessment scheme:</p> <p>(a) Formative assessment scheme</p> <p>Self evaluation questionnaires to self-check knowledge and understanding through the module.</p> <p>All assessments are able to be submitted to tutors ahead of final submission in order to receive formative feedback.</p>															
	<p>(b) Summative assessment scheme</p> <table border="1" data-bbox="277 1391 1428 1827"> <tr> <td colspan="5" data-bbox="277 1391 1428 1563"> <p>Task 1: A critical analysis of the impact of current legislation, research and professional guidance influencing the delivery of inclusive education for learners with SEND in your setting.</p> </td> </tr> <tr> <td data-bbox="277 1563 440 1700">Weighting</td> <td data-bbox="440 1563 724 1700">Specification e.g. word count / duration / no. of pages</td> <td data-bbox="724 1563 895 1700">LO mapped to</td> <td data-bbox="895 1563 1102 1700">Anonymously marked</td> <td data-bbox="1102 1563 1428 1700">Ethics approval required</td> </tr> <tr> <td data-bbox="277 1700 440 1827">13%</td> <td data-bbox="440 1700 724 1827">1500 words</td> <td data-bbox="724 1700 895 1827">1, 2</td> <td data-bbox="895 1700 1102 1827">X No <input type="checkbox"/> Yes</td> <td data-bbox="1102 1700 1428 1827">X No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module</td> </tr> </table> <p>Task 2: A critical analysis, evaluation and comparison of a focus area of SEND provision within two diverse schools / learning environments</p>	<p>Task 1: A critical analysis of the impact of current legislation, research and professional guidance influencing the delivery of inclusive education for learners with SEND in your setting.</p>					Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required	13%	1500 words	1, 2	X No <input type="checkbox"/> Yes	X No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module
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Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required
25%	3000 words	4, 6	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module
<p>Task 3: Either: <i>Option A:</i> an individual-child level case study analysis and evaluation in the format of either a written paper or a presentation (including slides and commentary) or <i>Option B:</i> Provide a critical analysis of a piece of project work undertaken in your school / consortium / local authority to support the assessment and/or provision of services for pupils with SEND</p>				
Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required
25%	3000 words	7	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module
<p>Task 4: A reflective evaluation of the impact of the whole course on development of professional knowledge and understanding, and leadership development as a SENCO, both personally and professionally.</p>				
Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required
17%	2000 words	3	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module
<p>Task 5: A portfolio of six short short tasks comprising of three reflective learning logs and three practice based activities.</p>				
Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required
20%	2500 words total	5, 8	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module
<p>In order to pass the module, the student will be required to achieve either: <input type="checkbox"/> an overall aggregate of grade 16; <input checked="" type="checkbox"/> an overall aggregate of grade 16 with a minimum of grade 16 in each assessment component (PSRB requirement)</p>				

	<input type="checkbox"/> an overall aggregate of grade 16 with a minimum of grade 17 in each assessment component <input type="checkbox"/> an overall aggregate of grade 16 with a minimum of grade of 18 in each assessment component	
	Seen examination	0 %
	Unseen examination	0%
	Coursework (no examination)	100%
14	Timetabled examination required	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
15	Length of exam	0 hours
16	Learning materials	<p>All essential reading materials that are required for the course are available to students, embedded within Campus Online. This may be as a journal article or extract from a key text, etc.</p> <p>Additional learning materials can be accessed via EBSCO.</p> <p>Cowne, E. A., Frankl, C. and Gerschel, L. (2019) <i>The SENCo Handbook : Leading and Managing a Whole School Approach</i>. Abingdon, Oxon: Routledge. Available at EBSCO ebooks</p> <p>Department for Education, 2023, <i>Working Together to Safeguard Children A guide to inter-agency working to safeguard and promote the welfare of children</i>. Available: https://www.gov.uk/government/publications/working-together-to-safeguard-children.</p> <p>Department for Education, (2022), <i>SEND review: right support, right place, right time</i>. Available: https://www.gov.uk/government/consultations/send-review-right-support-right-place-right-time</p> <p>Department for Education (2015) <i>Special educational needs and disability code of practice: 0 to 25 years</i>, Available: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf.</p> <p>Education Endowment Foundation, (2021) <i>Special Educational Needs in Mainstream Schools Five recommendations on special education needs in mainstream schools</i>. Available: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send?utm_source=education</p>

		<p>ion-evidence/guidance-reports/send&utm_medium=search&utm_campaign=site_searchh&search_term</p> <p>Honeybourne, V (2018) <i>The Neurodiverse Classroom : A Teacher’s Guide to Individual Learning Needs and How to Meet Them</i>. London, UK: Jessica Kingsley Publishers. Available at: https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=1692554&site=ehost-live</p> <p>Webster, R,(2019) <i>Including Children and Young People with Special Educational Needs and Disabilities in Learning and Life : How Far Have We Come Since the Warnock Enquiry – and Where Do We Go Next?</i> Abingdon, Oxon: Routledge. Available at EBSCO ebooks</p> <p>Wharton, J., Codina, G., Middleton, T. & Esposito, R. (2020) <i>Understanding Inclusion</i>. nasen mini-guide Available: https://nasen.org.uk/uploads/assets/4741c478-66dc-4e30-825961ed0a926848/Inclusion-WEB.pdf</p>
In addition, for in-house, joint and franchised programmes only		
17	UNISTATS - assessment	
.	Please indicate summary of the following assessment types #:	
	COURSEWORK%
	EXAM%
	PRACTICAL%
18	UNISTATS – learning and teaching	
.	Please indicate the following proportion of learning and teaching activity (in hours, it should add up to the total credit hours i.e. 30 credits is 300 hours).	
	Scheduled Teaching (e.g. Lecture, Tutorial, Seminar, Practical class, Workshop etc).	
	For Apprenticeship programmes, this is University-led Off The Job hours.	
	The proposed number of scheduled teaching hours:	
	Placement Activity (e.g. placement, work based learning or year abroad).	
	Proposed time on placement. (This can cause the hours to go over the credit hours but this is ok in this instance):	
	For Apprenticeship programmes, this is Employer-led Off The Job hours.	
	Independent Study (Time students will be required to complete independent study).	

	The proposed number of hours a student should complete independent study: For Apprenticeship programmes, this is Apprentice-led Off The Job hours.							
19	Module run (NB These should be set up four years in advance):							
	Academic year	Term	Part of term	Start date	End date	Max student numbers	Campus	Franchise partner
20	Timetabling information:							
	(a) Please indicate which teaching activities will be offered in this module*:							
	LECTURE (LEC)				YES/NO			
	SEMINAR (SEM)				YES/NO			
	LABORATORY (LAB)				YES/NO			
	WORKSHOP (WRK)				YES/NO			
	(b) Timetabled				YES/NO			
(c) Student centrally allocated				YES/NO				

Programme(s) using this module (please submit a Programme Change Form and updated Programme specification):		
Programme code(s)	Programme title(s)	Core/Optional
	PgDip/MEd SEND and Inclusion	Optional
	PgDip/MEd SEND and Inclusion: Assessment	Optional
	PgDip/MEd SEND and Inclusion: Autism	Optional
	PgDip/MEd SEND and Inclusion: Pastoral	Optional
	PgCert/PgDip/MEd Inclusive Educational Leadership	Optional
	PgCert SEND and Inclusion: National Award for SEN Coordination	Core

Validated collaborative partner (if applicable):
Real Group Ltd

Consultation

The following should be consulted. The checklist below may be used:

University link tutors (if appropriate)	
Students (via Programme Voice Groups and other channels of communication e.g. intranet)	
External Examiner(s)	

Definition of UNISTATS assessment types:
(For further details see LQEH Section 16)