

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

New Module Form/Module Narrative

1.	Module code:	M16
2.	Title:	International Award for SEN Coordination
3.	Credit points:	60
4.	FHEQ level:	7
5.	Start term:	Autumn, Spring, Summer
6.	Module leader:	Katie Hickin
7.	Accredited by:	
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"> • A placement equivalent to two days must be taken in a contrasting setting. • Can not be taken if M01, M22a, or M22b has been completed.
9.	Aims:	<p>International Award for SEN Coordination aims to support SENCOs around the world to learn new skills and build confidence in supporting learners with SEND in an international environment. This module supports students to engage with and critically analyse international research and evidence based practice regarding inclusive education. Students will develop an understanding of how wider cultural, political, historical and community contexts influence SEND provision and will do so with an understanding of the place of power and ethics in listening to and understanding children, parents and carers. Throughout the module students will cultivate their collaborative, leadership and staff management skills allowing them to continue to make a positive impact on the ethos and culture within their setting well beyond the the timescale of this module.</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. Hold an advanced knowledge of the international context and the role of communities and culture when leading inclusive education. 2. Be able to apply a systemic understanding of statutory and regulatory frameworks and the wider cultural, political, historical and community contexts influencing SEND provision internationally. 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. Critically evaluate, and implement systems for monitoring and evaluating the impact of teaching and learning, incorporating tools for collecting, analysing and using data about pupil progress, demonstrating the effective use of resources to deliver high quality SEND provision.

	<p>5. Enhance team performance within their professional community by working strategically with both senior colleagues / school governors and commissioned external services to enhance SEND provision.</p> <p>6. Designs and develop a specialist projects to strategically enhance inclusive provision within their setting.</p>
11	<p>Syllabus:</p> <ul style="list-style-type: none"> ● The context for inclusive education within international settings. ● Explore the range of wider cultural, political, historical and community contexts influencing SEND provision internationally. ● The complexities of identifying SEND needs for pupils with English as an additional language and how these affect pupils' learning and development. ● Explore a range of evidence, policy and resources to positively influence the strategic vision and commitment for the delivery of inclusive education. ● A placement of up to 2 days in another international school identified and nominated by the delegate. The placement school will be one in which 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. ● An in-depth analysis of a particular issue in the workplace, drawing on theory, evidence, local practice and external sources of support to design, implement and evaluate a local intervention aimed at enhancing the outcomes for one or more SEND pupils. ● Theory and case studies to enhance skills in collaboration, leadership and staff management. ● The SENCO's key role in leading sensitively within a multicultural context, emphasising the essential nature of interpersonal relationships for effective planning and delivery of interventions, and how to enhance their own and others' personal and professional development.
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. ● 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.

	<ul style="list-style-type: none"> • 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. 																														
13	<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 1093 1428 1525"> <tr> <td colspan="5" data-bbox="277 1093 1428 1263"> <p>Task: A critical analysis of the relationship between the culture and ethos of your setting/locality and international research on inclusive educational provision for learners with SEND.</p> </td> </tr> <tr> <td data-bbox="277 1263 440 1397">Weighting</td> <td data-bbox="440 1263 724 1397">Specification e.g. word count / duration / no. of pages</td> <td data-bbox="724 1263 896 1397">LO mapped to</td> <td data-bbox="896 1263 1107 1397">Anonymously marked</td> <td data-bbox="1107 1263 1428 1397">Ethics approval required</td> </tr> <tr> <td data-bbox="277 1397 440 1525">25%</td> <td data-bbox="440 1397 724 1525">3000 words</td> <td data-bbox="724 1397 896 1525">1</td> <td data-bbox="896 1397 1107 1525"> <input type="checkbox"/> No <input type="checkbox"/> Yes </td> <td data-bbox="1107 1397 1428 1525"> <i>x</i> No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module </td> </tr> </table> <table border="1" data-bbox="277 1525 1428 1917"> <tr> <td colspan="5" data-bbox="277 1525 1428 1653"> <p>Task: A practical analysis, evaluation and comparison of a focus area of inclusive education within two diverse schools / working contexts / learning environments.</p> </td> </tr> <tr> <td data-bbox="277 1653 440 1794">Weighting</td> <td data-bbox="440 1653 724 1794">Specification e.g. word count / duration / no. of pages</td> <td data-bbox="724 1653 896 1794">LO mapped to</td> <td data-bbox="896 1653 1107 1794">Anonymously marked</td> <td data-bbox="1107 1653 1428 1794">Ethics approval required</td> </tr> <tr> <td data-bbox="277 1794 440 1917">25%</td> <td data-bbox="440 1794 724 1917">3000 words</td> <td data-bbox="724 1794 896 1917">6</td> <td data-bbox="896 1794 1107 1917"> <input type="checkbox"/> No <input type="checkbox"/> Yes </td> <td data-bbox="1107 1794 1428 1917"> <i>x</i> No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module </td> </tr> </table> <p>Task: Either: Option A: an individual-child level case study analysis and evaluation in the format of either a written paper or a presentation (including slides and commentary)</p>	<p>Task: A critical analysis of the relationship between the culture and ethos of your setting/locality and international research on inclusive educational provision for learners with SEND.</p>					Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required	25%	3000 words	1	<input type="checkbox"/> No <input type="checkbox"/> Yes	<i>x</i> No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module	<p>Task: A practical analysis, evaluation and comparison of a focus area of inclusive education within two diverse schools / working contexts / learning environments.</p>					Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required	25%	3000 words	6	<input type="checkbox"/> No <input type="checkbox"/> Yes	<i>x</i> No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module
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or Option B: Provide a critical analysis of a piece of project work undertaken in your school / consortium to support the assessment and/or provision of services for pupils with SEND.				
Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required
25%	3000 words	4	<input type="checkbox"/> No <input type="checkbox"/> Yes	<input type="checkbox"/> No x Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module
Task: Portfolio of three applied practice tasks: <ul style="list-style-type: none"> • SEND Policy analysis • Summary of SEND data management systems • Summarise either narratively or diagrammatically the different levels of SEND provision in the school and the process of how pupils' level of SEND provision is reviewed and revised. 				
Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required
17%	Equivilant to 2000 words	2, 5	<input type="checkbox"/> 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
Task: Reflective learning log providing an evaluation of the impact of the whole course on development of applied professional knowledge and leadership skills.				
Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required
8%	1000 words	3	<input type="checkbox"/> 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
In order to pass the module, the student will be required to achieve either: <ul style="list-style-type: none"> <input type="checkbox"/> an overall aggregate of grade 16; <input type="checkbox"/> an overall aggregate of grade 16 with a minimum of grade 16 in each assessment component x 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>The core reading list for this module can be found on the relevant module page on the Campus Online learning platform.</p> <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>Armstrong, C. A, Armstrong, D. and Spandagou, I (2009) <i>Inclusive Education : International Policy & Practice</i>. Los Angeles: SAGE Publications Ltd. Available at: https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=396546&site=ehost-live</p> <p>Cline, T. (2019) <i>The Assessment of Special Educational Needs : International Perspective</i>. Abingdon, Oxon: Routledge (Routledge Library Editions. Special Educational Needs). Available at: https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=1777085&site=ehost-live</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>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>Miller, P. W. (2018) <i>The Nature of School Leadership : Global Practice Perspectives</i>. Cham, Switzerland: Palgrave Macmillan (Intercultural Studies in Education). Available at: https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=1709245&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>In addition, for in-house, joint and franchised programmes only</p>								
17	<p>UNISTATS - assessment</p>							
.	<p>Please indicate summary of the following assessment types #:</p>							
	COURSEWORK%						
	EXAM%						
	PRACTICAL%						
18	<p>UNISTATS – learning and teaching</p>							
.	<p>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).</p>							
	<p>Scheduled Teaching (e.g. Lecture, Tutorial, Seminar, Practical class, Workshop etc).</p> <p>For Apprenticeship programmes, this is University-led Off The Job hours.</p> <p>The proposed number of scheduled teaching hours:</p>							
	<p>Placement Activity (e.g. placement, work based learning or year abroad).</p> <p>Proposed time on placement. (This can cause the hours to go over the credit hours but this is ok in this instance):</p> <p>For Apprenticeship programmes, this is Employer-led Off The Job hours.</p>							
	<p>Independent Study (Time students will be required to complete independent study).</p> <p>The proposed number of hours a student should complete independent study:</p> <p>For Apprenticeship programmes, this is Apprentice-led Off The Job hours.</p>							
19	<p>Module run (NB These should be set up four years in advance):</p>							
.	Academic year	Term	Part of term	Start date	End date	Max student numbers	Campus	Franchise partner
20	<p>Timetabling information:</p>							
.	<p>(a) Please indicate which teaching activities will be offered in this module*:</p>							

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: International 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)