

Course Aim and Title	MA Special Educational Needs
Intermediate Awards Available	Postgraduate Certificate Special Educational Needs Postgraduate Diploma Special Educational Needs
Teaching Institution(s)	UEL
Alternative Teaching Institutions (for local arrangements see final section of this specification)	Metropolitan College, Greece
UEL Academic School	Cass School of Education and Communities
UCAS Code	N/A
Professional Body Accreditation	CMI (Pending)
Relevant QAA Benchmark Statements	N/A
Additional Versions of this Course	N/A
Date Specification Last Updated	November 2020

Course Aims and Learning Outcomes

This course is designed to give you the opportunity to:

- Develop skills of early identification, intervention and assessment for a wide range of special educational needs
- Maximise curriculum access and provide high standards of support for pupils with special educational needs
- Promote positive social and emotional development and behaviour
- Develop detailed knowledge and understanding of specific needs
- Facilitate and support inter-agency working and working with parents
- Develop skills in professional practice and management in the field of SEN

What you will learn:

Knowledge

- Demonstrate understanding and knowledge of specific Special Educational Needs/Disabilities (SEND) within a school-based context (PG Cert, PG Dip, MA)
- Show critical awareness of current literature and research concerning SEND (PG Cert, PG Dip, MA)
- Demonstrate critical understanding and analysis of current policies, strategies and approaches towards meeting the needs of students with SEND in schools (PG Dip, MA)

Thinking skills

- Analyse and reflect on current strategies, approaches and practices concerning SEND within education contexts (PG Cert, PG Dip, MA)
- Engage critically and reflectively with school SEND practice in relation to literature, research and current policies (PG Dip, MA)
- Critically evaluate and select relevant pedagogical and whole school approaches to meeting the needs of a wide range of students (MA)

Subject-Based Practical skills

- Systematically gather evidence and use data for analysis, identification of key issues and development of professional practice in SEND (PG Dip, MA)
- Explore and demonstrate evidence-based decision making in relation to school-based practice for students with SEND (MA)
- Demonstrate systematic and creative approaches to addressing issues of SEND within the school context and communicate ideas and arguments to a wider audience (MA)

Skills for life and work (general skills)

- Demonstrate professional skills in addressing SEND in schools (PG Cert, PG Dip, MA)

Learning and Teaching

Knowledge is developed through

- Lectures
- Guided reading
- Knowledge-based activities with feedback
- Online discussions and activities
- Self-study activities

Thinking skills are developed through

- Reflective activities with feedback
- Seminar discussions and activities
- Self-study activities

Practical skills are developed through

- Research skills-based activities with feedback
- Seminar discussions and activities

Skills for life and work (general skills) are developed through

- Planning activities with feedback
- Assessment preparation and writing.

Assessment

Due to the practical nature of the course there are no examinations. The MA Special Educational Needs is assessed by coursework for PG Cert and PG Diploma modules, and a dissertation for Masters. Each module assessment will typically be a single submission portfolio of 5,000 words or equivalent. There will be an applied research project of 14,000 words.

Assessment tasks will engage participants in:

- critical engagement with research and current thinking in SEN
- critical engagement in professional work-based tasks
- critical reflection
- research and action planning

Students with disabilities and/or particular learning needs should discuss assessments with the Course Leader to ensure they are able to fully engage with all assessment within the course.

Course Structure

All courses are credit-rated to help you to understand the amount and level of study that is needed.

One credit is equal to 10 hours of directed study time (this includes everything you do e.g. lecture, seminar and private study).

Credits are assigned to one of 5 levels:

- 3 Equivalent in standard to GCE 'A' level and is intended to prepare students for year one of an undergraduate degree course.
- 4 Equivalent in standard to the first year of a full-time undergraduate degree course.
- 5 Equivalent in standard to the second year of a full-time undergraduate degree course.
- 6 Equivalent in standard to the third year of a full-time undergraduate degree course.
- 7 Equivalent in standard to a Masters degree.

Courses are made up of modules that are each credit weighted.

The module structure of this course:

Level	Module Code	Module Title	Credit Weighting	Core/Option	Available by Distance Learning? Y/N
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7	ET7727	Critical Approaches to Inclusive Education (Mental Wealth)	30	Optional	N
7	ET7733	Autism Spectrum Conditions and Educational Approaches	30	Optional	N
7	ET7738	Exploring Literacy Difficulties and Dyslexia	30	Optional	N
7	ET7739	Exploring Behaviour: Themes and Perspectives for Practice	30	Optional	N
7	ET7745	Leadership Practice and SEND	30	Optional	N
7	ET7001	Professional Practice Internship- Development of professional knowledge in practice	30	Optional (cannot be taken with Negotiated project)	N
7	ET7000	Negotiated Project: Workplace development in leadership and management in SEND	30	Optional (cannot be taken with Professional Practice Internship)	N
7	ET7749	Professional Practice in SEN	40	Core for MC students only	N
7	ET7746	Research methods and applied research project in SEND (Mental Wealth)	60	Core	N

Please note: Optional modules might not run every year, the course team will decide on an annual basis which options will be running, based on student demand and academic factors, in order to create the best learning experience.

Additional detail about the course module structure:

Full time students will take two modules per term. Part time students will take one module per term. ET7746 is a 60 credit module that runs over two terms.

A core module for a course is a module which a student must have passed (i.e. been awarded credit) in order to achieve the relevant named award. An optional module for a course is a module selected from a range of modules available on the course.

ET7749 - Professional Practice in SEN, is a year-long 40 credit placement module which is core for all Metropolitan College students.

The overall credit-rating of this course is 180 credits. If for some reason you are unable to achieve this credit you may be entitled to an intermediate award, the level of the award will depend on the amount of credit you have accumulated. You can read the University Student Policies and Regulations on the UEL website.

Typical Duration

It is possible to move from full-time to part-time study and vice-versa to accommodate any external factors such as financial constraints or domestic commitments. Many of our students make use of this flexibility and this may impact on the overall duration of their study period.

The duration of this course is one calendar year full-time if enrolment is in September, and two calendar years part-time.

The time limit for completion of a course is four years after first enrolment on the course.

Further Information

More information about this course is available from:

- The UEL web site (www.uel.ac.uk)
- The course handbook
- Module study guides
- UEL Manual of General Regulations (available on the UEL website)
- UEL Quality Manual (available on the UEL website)
- School web pages

All UEL courses are subject to thorough course approval procedures before we allow them to commence. We also constantly monitor, review and enhance our courses by listening to student and employer views and the views of external examiners and advisors.

Additional costs:

- Candidates will be required to cover the cost of an enhanced DBS check - £45

Alternative Locations of Delivery

This course can be delivered by UEL staff in Local Authority Centres or schools. This is dependent on cohort sizes and will be negotiated on a case by case basis.

This course is also taught at Metropolitan College in Greece. It is taught on a full and part time basis, in Greek, by local staff.