

Course Aim and Title	National Award for Special Educational Needs Coordination PG Cert
Intermediate Awards Available	N/A
Teaching Institution(s)	UEL Barking and Dagenham School Improvement Partnership (BDSIP)
Alternative Teaching Institutions (for local arrangements see final section of this specification)	BDSIP
UEL Academic School	The School of Education and Communities (EDUCOM)
UCAS Code	N/A
Professional Body Accreditation	N/A
Relevant QAA Benchmark Statements	Descriptors for a higher education qualification at level 7 on the FHEQ and SCQF level 11 on the FQHEIS: master's degree)
Additional Versions of this Course	National Award for Special Educational Needs Coordination PG Cert (Distance Learning)
Date Specification Last Updated	December 2022

Course Aims and Learning Outcomes

The National Award in Special Educational Needs Co-ordination (NASENCo) PG Cert is designed to critically engage with current thinking and ideas about inclusive and specialist education, with a focus on learning outcomes required for qualification as a SENCo. The course covers inclusion and leadership within SEND, draws upon current legislation and national/international research evidence to inform practice and is relevant to both mainstream and specialist settings.

This course is designed to give you the opportunity to:

- Engage with theories of inclusion and personalised learning
- Develop approaches to inclusive planning, teaching and assessment that ensures accessibility, challenge and achievability for all pupils
- Develop detailed knowledge and understanding of theories and perspectives on leadership in SEND
- Develop critical awareness of the issues of developing and leading SEND provision
- Develop understanding of how to plan for and support whole school development in the area of SEND

What you will learn:

Module 1 ET7004 Inclusive Education and SEND

Knowledge

1. Demonstrate a high level of knowledge and understanding of how SEND affects pupils' participation and learning
2. Demonstrate a high level of knowledge and understanding of how to improve outcomes for pupils with SEND
3. Demonstrate a high level of understanding of the implications of the statutory and regulatory context for SEND equality and the implications for practice in your setting

Thinking skills

4. Critically evaluate evidence about learning, teaching and assessment in relation to pupils with SEND to inform practice and enable senior leaders and teachers

Subject-based practical skills

5. Demonstrate a critical understanding of how to effectively engage with external sources of support and expertise

Module 2 ET7005 Leadership and SEND

Knowledge

1. Demonstrate a high level of knowledge and understanding of the principles and practice of leadership in different contexts

Subject-based practical skills

2. Articulate and demonstrate the personal and professional qualities and leadership required for person-centred and inclusive practice
3. Demonstrate critical evaluation of how school systems are developed, implemented and monitored

Skills for life and work (general skills)

4. Demonstrate a high level of knowledge and understanding of how to strategically work with senior leaders, colleagues and governors

Learning and Teaching

For on campus students:

- Practical workshops – enabling experimentation, micro-teaching (where appropriate) and the analysis and discussion of issues, documents and materials;
- Lectures – providing the opportunity for the presentation of an extended and coherent line of argument;
- Seminars – to generate group and individual creativity, discussion and reflection;
- Work based activities – to allow participants to undertake enquiry and / or development work;
- Conferences – to facilitate the opportunity to share ideas and to experience research and enquiry undertaken in areas outside the participants' immediate professional spheres;
- Guided reading and independent study – to enable participants to engage with relevant and appropriate debate;
- Supported self-study using relevant materials – to promote individual enquiry and development;
- Individual tutorials – to enable a more extended, in-depth analysis and support of self-study;
- E-learning opportunities – involving the use of interactive packages and virtual learning environments.

For distance learning students:

Materials prepared by your tutors are provided through our Virtual Learning Environment, this includes:

- Discussion forums
- Blogs and text chat sessions
- Online presentations
- Moodle workshops
- Directed reading and reflection
- Collaborative and research activities
- Formative assessment tasks

Self-directed activities include:

- Assignment preparation
- Background reading
- On-line activities
- Group work
- Portfolio
- Directed reading
- Self-formed study groups

- Discussion with other students online

Some examples of types of activities are those which require you to:

- Apply concepts or frameworks to your own situations
- Apply concepts in solving problems or evaluating scenarios
- Reflect on or analyse topics
- Carry out further research related to topics of study

Feedback will be provided for all activities. This may take the form of:

- Identifying a right or wrong answer
- Enabling you to compare your responses with the responses from other students
- Giving examples, alerting you to key points

Self-assessment questions enable you to check your progress – by comparing your answers with sample answers; you can assess for yourself how well you met the learning outcomes for a particular section of the study material.

Assessment

Due to the practical nature of the course there are no examinations. The NASENCo PG Cert course is assessed by coursework.

Each module's summative assessment will be a single submission of a portfolio of tasks equivalent to 5000 words per module.

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 wishing to achieve the full NASENCo qualification will also be required to complete the NASENCo Portfolio. This will show evidence of how they have met the learning outcomes required for the course, and needs to be completed within one year of receiving the NASENCo PG Cert qualification.

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.

Work or Study Placements

Work or study placements are not a feature of this course.

Course Structure

On campus course

The course takes place across 12 months with the first two modules being taught in Term 1 and Term 2. The third term is used for students to focus on developing their NASENCo Portfolios. The on-campus course only accepts new students for September start dates; there is no January start. This is due to the course mirroring the nature of the student body i.e. teachers, who work to the same academic year and terms.

Online course

The course takes place across 12 months, to reflect the on-campus version of the course. Module 1 is taught in Term 2 and Module 2 is taught in Term 3. The third term (Term 1) is used for students to focus on developing their NASENCo Portfolios. The online course only accepts new students for January start dates.

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
7	ET7004	Inclusive Education and SEND	30	Core	Y
7	ET7005	Leadership and SEND	30	Core	Y
-	-	NASENCo Portfolio	0	Option	Y

The overall credit-rating of this course is 60 credits. If for some reason you 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.

Course Specific Regulations

The course is also examined against a set of Quality Standards (appendix 5) by an external body; The NASENCo Provider Partnership. The course leader manages UEL's membership of the NASENCo Provider Partnership, which exists in the interest of safeguarding the integrity and high quality standard training to be offered to all SENCOs requiring mandatory training. UEL have been a member of the Provider Group since the original validation event in 2014, reflecting our commitment to upholding standards and participation in an on-going process of peer review and engagement of quality enhancement with the Provider Partnership.

Typical Duration

The duration of this course is one academic year. Once participants have been awarded the NASENCo PG Cert qualification, they will have one additional year to complete their NASENCo Portfolio in order to achieve the full NASENCo Award.

The course has two intakes, one in September for on campus students and a second start date in January for distance learning students.

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:

On campus students are expected to pay for their own travel to taught sessions. There may be optional conferences or similar events that students may choose to attend. There may be the need to pay for travel costs to another educational setting to carry out a learning walk or school visit.

Alternative Locations of Delivery

In partnership with BDSIP, the course is currently taught at the following two sites:

- The Centre for Engineering and Manufacturing Excellence (CEME), Marsh Way, Rainham, London RM13 8EU
- Woodridge Primary School, North Finchley, London, N12 7HE