

Course Aim and Title	Postgraduate Certificate in Understanding and Supporting Behaviour
Intermediate Awards Available	N/A
Teaching Institution(s)	UEL on campus, plus in local schools and Local Authority centres
Alternative Teaching Institutions (for local arrangements see final section of this specification)	N/A
UEL Academic School	Cass School of Education and Communities
UCAS Code	N/A
Professional Body Accreditation	N/A
Relevant QAA Benchmark Statements	N/A
Additional Versions of this Course	N/A
Date Specification Last Updated	March 2019

Course Aims and Learning Outcomes

Course aims and learning outcomes

This course is designed to help you:

- 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 of behaviour
- To understand how to support children and young people with behavioural difficulties

Learning Outcomes for the Course:

Knowledge

- A systematic understanding of knowledge and a critical awareness of issues relating to inclusion
- An understanding of a range of theories of behaviour

Thinking skills

- Critical evaluation of research in the area of inclusion
- Critical evaluation of evidence about learning, teaching and assessment in relation to pupils with SEN to inform practice

- Critical reflection on their professional values, concerns, priorities and actions and to understand them in broader social, political and economic contexts
- Engage critically with research and literature on behaviour

Subject-Based Practical skills

- Critical understanding of strategies for improving outcomes for pupils with SEN and / or disabilities
- Demonstrate professional skills in addressing behaviour in schools
- Use research to inform the development of practice

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

1 Due to the practical nature of the course there are no examinations. The Postgraduate Certificate in Understanding and Supporting Behaviour is assessed by coursework. Each module assessment will be a single submissions portfolio of 5000 words or equivalent. Assessment tasks will engage participants in:

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|-----|--|
| 1.1 | critical engagement with research and current thinking in SEN; |
| 1.2 | critical engagement in professional work-based tasks; |
| 1.3 | critical reflection; |
| 1.4 | 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
7	ET7727	Critical Approaches to Inclusive Education (Mental Wealth)	30	Core	N
7	ET7739	Exploring Behaviour: Theories and Perspectives for Practice	30	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:

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.

The overall credit-rating of this course is 60 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.

Course Specific Regulations

Typical Duration

This course is only available on a part time basis. The duration of this course is two teaching terms.

The time limit for completion of a course is two 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.