

Programme Aim and Title	MA Special Educational Needs
Intermediate Awards Available	PG Cert, PG Dip
Teaching Institution(s)	UEL
Alternative Teaching Institutions (for local arrangements see final section of this specification)	AMC
UEL Academic School	Cass School of Education and Communities
UCAS Code	N/A
Professional Body Accreditation	N/A
Relevant QAA Benchmark Statements	Masters Degree Characteristic Statement March 2010
Additional Versions of this Programme	AMC programme includes a placement
Date Specification Last Updated	11 th October 2016

Programme Aims and Learning Outcomes

This programme 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

UEL Campus

The programme supports development and demonstrates achievement in relation to SENCo professional standards, and performance indicators relating to career progression. The programme provides opportunities to specialise in specific areas of SEN.

AMC Campus

The programme is compliant with Greek legislation for the professional development of teachers in the area of SEN. The four taught 30 credit modules are delivered in the first year of study and

the year-long professional practice and dissertation modules are delivered in the second year of study..

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 school context (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/ skills for life and work (general skills)

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

Learning and Teaching

Teaching and learning strategies may include:

- 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 environment.

Assessment

Due to the practical nature of the programme 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 a dissertation 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 Programme Leader to ensure they are able to fully engage with all assessment within the programme.

Work or Study Placements

AMC Campus students only

A period of practice based learning is incorporated into the programme. Students will engage in a year-long weekly placement involving observation of working practices within a practical setting, enabling them to participate in and undertake work experience with children, young people / adults with Special Educational Needs and Disabilities (SEND). All placements undertaken by students are organised by the AMC Placement Coordinator.

Programme Structure

All programmes 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 programme.
- 4 Equivalent in standard to the first year of a full-time undergraduate degree programme.
- 5 Equivalent in standard to the second year of a full-time undergraduate degree programme.
- 6 Equivalent in standard to the third year of a full-time undergraduate degree programme.
- 7 Equivalent in standard to a Masters degree.

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

The module structure of this programme:

Level	Module Code	Module Title	Credit Weighting	Core/Option	Available by Distance Learning? Y/N
7	ET7 727	Critical Approaches to Inclusive Education	30	Option	N
7	ET7 739	Exploring Behaviour: theories and perspectives for practice	30	Option	N
7	ET7 738	Exploring Literacy Difficulties and Dyslexia: themes and perspectives	30	Option	N
7	ET7 733	Autism Spectrum Conditions and Educational Approaches	30	Option	N
7	ET7 744	Leadership and SEND	30	Option	N
7	ET7 745	Professional Practice in SEN	30	Option	N

7	ET7749	Professional Practice in SEN	40	Core for AMC students only	N
7	ET7 746	SEN Research Methodologies and Dissertation	60	Core	N

Please note: Optional modules might not run every year, the programme 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.

A core module for a programme 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 programme is a module selected from a range of modules available on the programme.

The overall credit-rating of this programme 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:

<https://www.uel.ac.uk/Discover/Governance/Policies-Regulations-Corporate-documents/Student-Policies>

Programme Specific Regulations

AMC Campus students

The programme includes 180 credits at L7 which contribute to the award of Masters. An additional 40 credits are awarded for the work based placement element of the programme. This is compulsory in line with Greek legislation and is in addition to the award.

Typical Duration

UEL Campus students

The duration of this programme is one calendar year full-time if enrolment is in September, and two calendar years part-time. For February enrolment, the duration becomes 15 months full time, and 27 months part-time.

The time limit for completion of a programme is six years after first enrolment on the programme.

AMC Campus students

The duration of the programme is two calendar years full time for enrolment in September and February.

The time limit for completion of a programme is six years after first enrolment on the programme.

Further Information

More information about this programme is available from:

- The UEL web site (<http://www.uel.ac.uk>)
- The programme handbook
- Module study guides
- UEL Manual of General Regulations (<http://www.uel.ac.uk/qa/policies/manual/>)
- UEL Quality Manual (<http://www.uel.ac.uk/qa/policies/qualitymanual/>)
- School web pages

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

Alternative Locations of Delivery

This programme is also taught by AMC and awarded by the University of East London

Module ET7749 is only available at AMC and meets the requirements of local legislation for the professional development of teachers in the area of SEN.