

M01
National Award for SEN Coordination

1.	Short Code	M01
2.	Title	National Award for SEN Coordination
3.	Level	7
4.	Credit Points	60
5.	Start Term	Autumn, Spring, Summer
6.	Subject	Special Educational Needs and disability: SENCo role
7.	Module Leader	Siobhan Mellor, Alan Macgregor
8.	Accredited by	
9.	Module Requisitions	
	(a) Pre-requisite	QTS
	(b) Programme Restriction	Students must be new or aspiring SENCOs
	(c) Level restrictions	None
	(d) Other restrictions or requirements	None
10.	Automatic deferral	No
11.	Aims	<ul style="list-style-type: none"> • To meet TDA requirements for SENCOs. • To understand background context and legislation of SEND. • To develop effective leadership and management skills in relation to SEN coordination. • To work with other stakeholders both inside and outside of the student's school.
12.	Learning Outcomes	
	Knowledge	
	On successful completion of this module, students will have knowledge and understanding of:	
	<ol style="list-style-type: none"> 1. The context for inclusive education within the framework of a SENCo role. 2. The statutory and regulatory frameworks at national and local level concerning learning, teaching and assessment of pupils with SEND. 3. High incidence SEND and how they can affect pupils' participation and learning. 	
	Skills	
	On successful completion of this module, students will be able to:	
	<ol style="list-style-type: none"> 4. Critically analyse and evaluate existing workplace SEND strategy, policies and procedures for inclusive education and identify change, implementation and subsequent evaluation approaches. 5. Demonstrate strategic financial planning, budget management and use of resources to deliver high quality SEND provision in line with best value principles. 6. Communicate effectively and work strategically with senior colleagues, school governors and to draw on external sources of support and expertise to enhance SEND provision. 7. Identify and implement systems for monitoring and evaluating systems of teaching and learning incorporating tools for collecting, 	

	analysing and using data about pupil progress.
13.	<p>Syllabus The NASCO course is divided into four units. These units cover the following:</p> <ul style="list-style-type: none"> • Unit 1: The context for inclusive education. The aims of this unit are to equip delegates with a comprehensive understanding of the background legislation, policies and evidence that set the context to inclusion and SEND provision, together with an appreciation of high incidence disabilities and how these affect pupils' learning and development. • Unit 2: Developing strategy and policies for inclusive education. The aims of this unit are allow delegates to draw on a wide range of evidence, policy and resources and work with others to positively influence the strategic vision and commitment for the delivery of inclusive education. This unit requires each delegate to undertake a placement of up to 2 days in a 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. • Unit 3: The development, planning and application of inclusive practice. The aim of this unit is to allow 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. • Unit 4: Collaboration and leadership. The aims of this unit are to enhance skills in collaboration, leadership and staff management, by fostering an understanding of the SENCO's key role in working with multiple stakeholders, 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.
14.	<p>Learning and teaching will be via distance education. Students will access the syllabus in the following ways:</p> <ul style="list-style-type: none"> • Written material (online module guide containing all necessary information relating to the syllabus as outlined above).Written content summarising research, policy, law and academic thinking on the learning objectives set by the DfE. • Links to online resources and materials. • Action learning sets. Online discussions with other delegates to problem-solve issues raised by delegates from real-life settings. Action learning sets may be used to share reading and ideas from the literature, to critically analyse ideas and research, and to check that assignments meet Masters criteria. Candidates will lead the development of their own enquiry supported by group discussions, workshops and individual tutorials. • Placements in a local school (nominated and arranged by the delegate independently) over two to four days to work-shadow to enable comparison and contrast with SEND systems and intervention approaches. • Directed reading of literature and research will be used to identify

conceptual frameworks for analysis, to identify and develop models of 'best practice', and to set research in a wider educational, social, political and economic context.

- Practical activities and reflection on own practice, structured through 'learning log' online entries.

Assessment strategy:

Assessment is through coursework assignments covering the 7 learning outcomes.

Students will build an assessment portfolio as they progress through the course. The portfolio will comprise five assessed pieces of work (numbers in brackets refer to learning outcomes assessed):

Unit 1 The Context of Inclusive Education

Unit 1 – Reflective Learning Logs:

1. Summarise your key areas of learning from Unit 1 & reflect on implications for your applied practice (500 words)
2. Provide 2 pieces of evidence of the guidance and legislation on responding to SEN is currently applied in your practice; for example,
 - a. Scan and attach an anonymised section of your SEN or AEN Register highlighting those pupils at SA, SAP, Statements/ Sample IEP
 - b. Scan and attach an anonymised copy of your Provision Map

Unit 1 – M level assignment –a critical analysis of the local, national and international context of inclusive education (1,2, 4) (3000-4000 words)

Unit 2 Developing strategy and policies for inclusive education

Unit 2 – Reflective Learning Logs:

1. Summarise your key areas of learning from Unit 2 (500 words)
2. What new insights have you gained into the approaches needed to address complex issues in inclusive settings? (500 words)
3. (a) Upload your school placement information clearly identifying your objectives for your school visit. You should be able to identify these objectives from the reflective activities you have engaged in whilst engaging with Unit 2 course materials.

(b) Upload the anonymised Inclusion/SEN Policies for your own school and the school that you have visited

Unit 2 – M level assignment – a critical analysis, evaluation and comparison of the strategy and policies for inclusive education within two diverse schools / working contexts / learning environments (3, 4) (3000-4000 words)

Unit 3 The development, planning and application of inclusive practice
&
Unit 4 – Working With Others

Reflective Learning Logs (covering Units 3 & 4 materials)

1. Summarise your key points of learning from Unit 3 & 4 course materials (500 words)
2. Describe how you currently recognise the contribution of all stakeholders in supporting the learning needs of pupils with SEND (500 words)
- 3 Upload evidence of your practice in liaising with colleagues within your school and professionals from a range of organisations working with and for pupils with SEN and/or disabilities e.g.: anonymised minutes from a Team Around the Child meeting/ anonymised minutes from a termly 'inclusion meeting' involving a range of agencies, A copy of your Provision Map detailing range of agencies involved within your Wave 1, 2 and 3 provision.
4. Provide an anonymised screen shot of data to demonstrate your monitoring/tracking of individual student progress

Unit 3 & 4 – M level assignment

Either:

Option A: an individual-child level case study analysis and evaluation (3, 5, 7) in the format of either:

- a. a written paper or
- b. a presentation (including slides and commentary) – multimedia presentations will be acceptable and encouraged – (3000-4000 words)

Option B: Provide a critical analysis of a piece of project work undertaken in your school / consortium / local authority to support the assessment and/or provision of services for pupils with SEND (3000-4000 words).

Unit 4 & Overall reflective assignment

An evaluation of the impact of the whole course on development of applied professional knowledge and leadership skills (1,4, 6) (1000-1500 words)

Students will also take part in self assessment exercises as part of their engagement with the course materials. They will also complete reflective learning activities. Students will be asked to record their experiences at various points during the course in 'reflective learning logs'. Learning logs will be reviewed by tutors and they will offer their feedback on them, but they are primarily designed as a structured way for students to record their practical experiences and use these to develop their practice.

15.	Assessment Weighting	
	Seen examination	0%
	Unseen examination	0%
	Coursework (no examination)	100%
	Seen examination	0%
16.	Timetabled examination required	No
17.	Length of exam	N/A
18.	<p>Learning materials</p> <p><u>Essential</u></p> <p>The online module guide contains the learning materials and instructions and this is supplemented by web-based materials as the programme is delivered via distance learning.</p> <p>Directed use of Teaching Agency/DfE Materials for the advanced study in the five areas of SEND. Multimedia online training materials produced by the Institute of Education for the TA/DfE for use across the education sector. Available at: www.education.gov.uk/lamb/</p> <p>Directed use of Teaching Agency/DfE Training Materials for teachers of children with Severe, Profound and Complex Learning Difficulties. Multimedia online training materials produced by Real Group and The Schools Network for the TA/DfE for use across the education sector. Available at: www.education.gov.uk/complexneeds/</p> <p>The online module guide also contains a full reading list. This may be supplemented with further advice to individual students where appropriate. Students are expected to include their personalised reference list in their assignment.</p> <p>The resource bank area of the module website.</p> <p>Great Britain. Department for Education and Skills (2001) <i>Special Educational Needs Code of Practice</i>, ref ID 581/2001. Available at: https://www.education.gov.uk/publications/standard/publicationDetail/Page1/DfES%200581%202001 (Accessed: 26 June 2012).</p> <p><u>Recommended</u></p> <p><u>Government reports</u></p> <p>Allen, G. (2011) <i>Early Intervention: The Next Steps</i>. HMG. Available at: http://preview.tinyurl.com/6g8dtg2 (Accessed: 26 June 2012).</p> <p><i>The Importance of Teaching – The Schools White Paper</i>. 2010 DfE. Available at: http://preview.tinyurl.com/2ukoqqd (Accessed: 26 June 2012).</p> <p>Equality Act 2010: (2011) <i>Advice for school leaders, staff, governing bodies and local authorities</i>. DfE. Available at: http://preview.tinyurl.com/5wp9aa (Accessed: 26 June 2012).</p> <p>DfE (2011) <i>The Green Paper: Support and aspiration: A new approach to special educational needs and disability. A consultation</i>. Available at: http://preview.tinyurl.com/5mxd2e (Accessed: 26 June 2012).</p> <p><i>The Equality Act 2010: Advice for school leaders, school staff, Governing bodies and local authorities</i>. Available at: http://preview.tinyurl.com/5wp9aa (Accessed: 26 June 2012).</p> <p><i>Parental Confidence in the SEN system: An Implementation Plan (2010)</i>. Available at: http://preview.tinyurl.com/cauy8er (Accessed: 26 June 2012).</p>	

DfE (2011) *Green Paper Support and aspiration: A new approach to special educational needs and disability*. Available at: <https://www.education.gov.uk/publications/standard/publicationDetail/Page1/CM%208027> (Accessed: 26 June 2012).

Mourshed, M., Chijioke, C., Barber, M. (2010) *How the worlds most improved school systems keep getting better*. McKinsey & Company. Available at: <http://preview.tinyurl.com/3reior4> (Accessed: 26 June 2012).

Research and reports:

Harley, R. (2010) *Special Educational Needs: Reforming Provision in English Schools. Policy Exchange*. Available at: <http://preview.tinyurl.com/4pmyxgk> (Accessed: 26 June 2012).

Allen, G. (2011) *Early intervention; Smart investment, Massive savings The 2nd independent report to her Majesty's Government*. Available at: <http://preview.tinyurl.com/4xrrq3c> (Accessed: 26 June 2012).

Ellis, S., Tod, J, Graham-Matheson L (2008) *Reflection, renewal and reality: Teachers experience of special educational needs and inclusion*. NASUWT. Available at: <http://preview.tinyurl.com/3e6t26f> (Accessed: 26 June 2012).

Lamb Inquiry Special educational needs and parent confidence (2009). Available at: <http://preview.tinyurl.com/dxe27ly> (Accessed: 26 June 2012).

Promoting Disability Equality in Schools Bath University. Available at: <http://www.bath.ac.uk/research/pdes/forschools.html> (Accessed: 26 June 2012).

Special Educational Needs Information Act – An Analysis 2011 Dec 2011. Available at: <http://preview.tinyurl.com/729j5km> (Accessed: 26 June 2012).

Equality Act Guidance from the Equality and Human Rights Commission. Available at: <http://preview.tinyurl.com/3md47tk> (Accessed: 26 June 2012).

Schools: How to implement the Equality Act The Equality and Human Rights Commission (2012) <http://preview.tinyurl.com/7saxrgs> (Accessed: 26 June 2012).

Special Educational Needs and Disability Act 2001. Available at: www.opsi.gov.uk/acts (Accessed: 26 June 2012).

Online training materials for teachers focussing on high-incidence SEND and severe learning difficult / complex needs at www.education.gov.uk/lamb and www.education.gov.uk/complexneeds

Reading

Black-Hawkins K, Florian L, Rouse M (2007) *Achievement and Inclusion in Schools*. London: Routledge.

Alexander, R. (Ed) (2010) *Children, their World, their Education. Final report and recommendation of the Cambridge Primary Review*. London: Routledge.

Cheminais. R. (2010) *Handbook for New SENCOs*. London: Sage.

Cole, B.A. (2005) *Mission impossible? Special educational needs, inclusion and the re-conceptualization of the role of the SENCO in England and Wales* *European Journal of Special Educational Needs*. Vol 20, Issue 3, Aug, 2005, p. 287 – 307

Cowne E. (2008). *The SENCO Handbook – Working within a whole school approach*. London: Routledge

Ekins, A. (2010) *The Changing Face of Special Educational Needs: Impact and implications for SENCOs and their schools*. London: Routledge

Farrell M. (2004). *Special Educational Needs – A resource for Practitioners*. London: SAGE

Frederickson, N., and Cline, T (2009) *Special Educational Needs, Inclusion and Diversity*. (2nd edition) Buckinghamshire: Open University Press.

Hallett, F., & Hallet, G. (2010) *Transforming the Role of the SENCO*. Berkshire: Oxford University Press.

Mittler, P. (2006). *Working towards inclusive education: social contexts*. London: David Fulton.

Rosen-Webb, S. (2011) 'Nobody tells you how to be a SENCo', *British Journal of Special Education*, 38, (4).

Thomas, G., and Vaughan, M. (2010) *Inclusive Education: Readings and Reflections*. Buckinghamshire: Open University Press.

Wearmouth, J. (2005) *Special Educational Provision: Meeting the Challenges in Schools*. Buckinghamshire: Open University Press.

M02A1/A2

Certificate of Competence in Educational Testing (leading to the British Psychological Society Test User Educational qualification) – Skills & Knowledge

1.	Short Code	M02A1/A2
2.	Title	Certificate of Competence in Educational Testing – Skills & Knowledge
3.	Level	7
4.	Credit Points	30
5.	Start Term	Autumn, Spring, Summer
6.	Subject	Special Educational needs and disability: assessment and testing
7.	Module Leader	Kate Fieldhouse
8.	Accredited by	
9.	Module Requisitions	
	(e) Pre-requisite	None
	(f) Programme Restriction	None
	(g) Level restrictions	None
	(h) Other restrictions or requirements	None
10.	Automatic deferral	No
11.	Aims	<ul style="list-style-type: none"> • To develop competence in educational testing. • To understand the role of assessment and testing in educational contexts.
12.	Learning Outcomes	
	Knowledge	On successful completion of this module, students will have the following knowledge and understanding:
		<ol style="list-style-type: none"> 1. Purposes of testing and assessment. 2. Theories about testing and psychometrics, including relevant statistical concepts. 3. Different types of tests and assessment. 4. The legislative and policy framework.
	Skills	On successful completion of this module, students will be able to:
		<ol style="list-style-type: none"> 5. Select, administer and interpret a range of educational tests. 6. Carry out an assessment of a learner and report the findings in a way that is intelligible to a lay person.
13.	Syllabus	<p>The syllabus for this module is informed by the competencies for educational testing as specified by the British Psychological Society. The competencies cover the following:</p> <p><u>Assistant test user</u></p> <ul style="list-style-type: none"> • Introduction to testing: the difference between tests of ability, aptitude and attainment and between formative and summative assessment. Testing as a subset of the overall process of assessment. The impact of technology on modes of test administration. The benefits and issues associated with each of these. • Administering tests to one or more candidates: practical administration of tests in a realistic context. The practical skills of test scoring, converting raw scores into standardised scores and making appropriate checks to ensure the accuracy of these. Development of skills in use of individual tests