

Special Education Needs Coordination

Programme Information

2022.01, Approved

Overview

Programme Code	35599
Programme Title	Special Education Needs Coordination
Awarding Institution	Liverpool John Moores University
Programme Type	Masters

Awards

Award Type	Award Description	Award Learning Outcomes
Target Award	Postgraduate Certificate - PC	N/A

Alternate Award Names	
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Partner Name	Partnership Type
School Improvement Liverpool Ltd	Validated

External Benchmarks

Subject Benchmark Statement	
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Programme Offering(s)

Mode of Study, Mode of Delivery	Intake Month	Teaching Institution	Programme Length Programme Length Unit
Part-Time, Face to Face	September	School Improvement Liverpool Ltd	1 Years

Aims and Outcomes

Educational Aims of the Programme	- Meet the requirements of the National Award for Special Educational Needs Coordination (NASENCo) - Expand their knowledge and understanding in the area of Special Educational Needs (SEN) provision and its coordination through learning based on critical engagement with current education theory, policy, research and practice - Develop critical practice in SEN coordination through analysis of, reflection on and engagement with this knowledge base in their professional settings - Access continuing professional development (CPD) through learning programmes at Masters level.
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Learning Outcomes

Code	Number	Description
PLO1	1	Demonstrate a systematic understanding of the existing knowledge base and current issues relating to special educational needs (SEN) education and the role of the Special Educational Needs Coordinator (SENCo).
PLO2	2	Extrapolate theory from existing research and scholarship in order to identify new approaches to practice within SEN education.
PLO3	3	Demonstrate competence in the application of appropriate learning to SEN
PLO4	4	Manage complex situations relevant to area of SEN practice
PLO5	5	Apply the capacity for original thinking and critical analysis and reflection on participants' professional practice.
PLO6	6	Engage in a process of critical evaluation of own value systems and conceptual assumptions
PLO7	7	Communicate effectively to a wide range of individuals by a variety of means.
PLO8	8	Manage time and work to deadlines
PLO9	9	Deal with complex issues both systematically and creatively
PLO10	10	Be pro-active in recognising the need for change and have the ability to manage change
PLO11	11	Be adaptable and show originality, insight and reflection in dealing with professional issues
PLO12	12	Demonstrate a synthesis of current and original concepts for the creation and interpretation of knowledge in the area of SEN coordination.
PLO13	13	Demonstrate self-direction and autonomy in dealing with professional issues
PLO14	14	Acquire effective learning strategies for the purpose of career long continuing professional development

PLO15	15	Demonstrate a critical understanding of the role of the SENCo within school and the wider social setting
PLO16	16	Demonstrate an ability to critically reflect on research findings and other evidence to inform their practice
PLO17	17	Apply relevant knowledge of SEN education to a range of complex situations
PLO18	18	Critically assess current practice and issues in SEN education, informed by theory and leading edge research and practice in the field.
PLO19	19	Demonstrate creativity in the application of knowledge and the development of a critical and informed perspective on how techniques of research and enquiry are used to interpret knowledge and practice in SEN education.
PLO20	20	Acquire and synthesise data and concepts from a range of sources and conceptual frameworks and apply these in reflecting on and evaluating their educational practice.
PLO21	21	Evaluate the rigour and validity of published research and assess relevance and generalisability to new situations within different educational contexts.

Course Structure

Programme Structure Description	This is a one year part time taught programme for school teachers, FE tutors and others working in educational settings who are employed or aspire to be in the role of Special Educational Needs Coordinator (SENCo) in a UK school or setting. The programme includes 60 credits at level 7 and is matched to the requirements of the National Award for Special Educational Needs Coordination. In order to meet the requirements of the programme, students must attend all six full day sessions.
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Programme Structure - 60 credit points	
Level 7 - 60 credit points	
Level 7 Core - 60 credit points	CORE
[MODULE] 7501SIL The Role of the SENCo Approved 2022.01 - 20 credit points	
[MODULE] 7502SIL Teaching Young People with Special Educational Needs Approved 2022.01 - 20 credit points	
[MODULE] 7503SIL Professional Development for Leadership Approved 2022.01 - 20 credit points	
Level 7 Optional - No credit points	OPTIONAL

Teaching, Learning and Assessment

Teaching, Learning and Assessment	Acquisition of knowledge and understanding is achieved through a broad range of teaching methods including lectures, tutorials, workshops, seminars, case studies and engagement with theory and research through critical reading, critical reflective practice and the use of appropriate ICT applications. Assessment will be through reflective practice assignments involving a range of assessment methods including, presentations, reports, critical reflection on professional practice accounts and other appropriate activities. Intellectual skills are developed through engagement with literature, theory and policy and through analysis and reflection on real-world professional practice, through a range of learning activities such as, tutorials, seminars, private study and coursework assignments, as appropriate. Usually, coursework assignments require the integration of theory and practice, in order to enable participants to demonstrate the learning outcomes. Intellectual skills are assessed and the mode of assessment is specified in the module handbooks. Assessment will be through reflective practice assignments involving a range of assessment methods including; individual and group work tasks, presentations, essays, reports, critical reflection on professional practice accounts, action research reports and other appropriate activities. The underpinning assessment strategy is reflection on professional practice from a theoretical / research perspective. Practical skills are developed throughout the programme by ensuring that critical approaches to context, policy and learning for education underpin module content and processes. Equally, critical reflection on theory, research and professional practice is a design feature of all modules Practical skills are assessed within the assessment strategies. Assessment will be through reflective practice assignments involving a range of assessment methods including; individual and group work tasks, presentations, essays, reports, critical reflection on professional practice accounts, action research reports and other appropriate activities. Transferable skills are incorporated within modules and related to relevant assessments as appropriate. Transferable skills are related to relevant assessment as appropriate
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Opportunities for work related learning

Opportunities for work related learning
This programme is designed for professional practitioners to meet the requirements of the National Award for Special Educational Needs coordination (NASENCo). As such the programme incorporates significant elements of work related learning in the professional context of participants, based in their employing institutions.

Programme Contacts

Programme Leader

Contact Name

Link Tutor

Contact Name
Carmel Arnold