Definitive Programme Document

Postgraduate Certificate Professional Education (SENCO)

Awarding institution	Bath Spa University
Teaching institution	Bath Spa University
School	School of Education
Main campus	Newton Park
Other sites of delivery	N/A
Other Schools involved in delivery	N/A
Name of award(s)	Postgraduate Certificate: Professional Education (SENCO)
Qualification (final award)	Postgraduate Certificate: Professional Education (SENCO)
Intermediate awards available	None
Routes available	Single
Duration of award	4 trimesters part – time only route
Sandwich period	No
Modes of delivery offered	Online
Regulatory Scheme[1]	Taught Postgraduate Framework
Professional, Statutory and Regulatory Body accreditation	N/A
Date of most recent PSRB approval (month and year)	N/A
Renewal of PSRB approval due (month and year)	N/A
UCAS code	N/A
Route code (SITS)	
Relevant QAA Subject Benchmark Statements (including date of publication)	Masters Characteristics Statement (2020)
Date of most recent approval	
Date specification last updated	

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[1] This should also be read in conjunction with the University's Qualifications Framework

Programme Overview

The Postgraduate Certificate Professional Education (Special Educational Needs Coordination - SENCO) is designed to enable SENCO professionals who are completing (or have completed) the National Professional Qualification (NPQ) for SENCO to build on their professional learning and to achieve a Level 7 academic qualification.

All mainstream, state-funded schools must have a SENCO. The SENCO must be a qualified teacher, or the headteacher, working at the school. The NPQ for SENCO will be the mandatory qualification for SENCOs from September 2024 and is a part of the suite of Department for Education developed professional courses for teachers.

The Postgraduate Certificate seeks to provide you with an opportunity to build on and extend your learning to gain 60 credits at level 7, through critically evaluating the role of the SENCO, in relation to wider themes which are examined through theoretical, policy and practice perspectives. The Postgraduate Certificate is intended to examine these aspects within the context of special education needs and/ or disability and wider educational policy, through discussion, reflection and critical analysis. Central to the Postgraduate Certificate is a focus on employability through strongly linking relevant theory with setting-based practice, to enable SENCO professionals to develop their confidence, whilst creating a network of practice.

The Postgraduate Certificate comprises of two Level 7 30 credit modules. The modules build on the learning from the NPQ and are taught typically through lectures and workshops. Tutorials for writing at Master's level are offered.

Assessments of the modules is through coursework, again building on the NPQ. The assignments offer you the opportunity to develop a wide range of critical skills, independent thinking and academic rigour, whilst maintaining relevance and engagement with the practical aspect of your role. As the Postgraduate Certificate is inextricably linked to the NPQ, it can only be awarded following the successful completion of both modules and the NPQ itself. The responsibility for awarding the NPQ sits with the NPQ provider.

If you wish to continue and complete a full Master's degree, you are able to accredit your prior learning achieved through this Postgraduate Certificate towards the MA Inclusive Education or the MA Professional Practice.

Programme Aims

1. To engage students with opportunities to research, question, debate, and reflect on the roles, responsibilities, and broader impact of the SENCO role.
2. To further develop students' conceptual understanding of theoretical and practical knowledge of the SENCO role, guided by current practices, theories, scholarship, and research.
3. To enable the development of the skills necessary for critical awareness, through the evaluation of current issues and developments in SEND and their role as SENCO in relation to their practical experience and wider issues within SEND and education more broadly.
4. To foster and support students' ability to apply evidence-based research to professional situations, both practical and theoretical, to develop their conceptual understanding in relation to outcomes for children and young people with SEND.
5. To support the development of students' critical thinking and analysis of Special Educational Needs Coordination in a contemporary context.

Programme Intended Learning Outcomes (ILOs)
(NB These ILOs are at level 7 of the FHEQ)

By the end of this programme students should be able to:

A Subject-specific Skills and Knowledge
A1   Critically evaluate current problems and issues within the field of
       SEN Coordination and be able to identify its significance within national
       and global contexts.
A2   Apply systematic knowledge and understanding of theoretical
       underpinnings associated with SEN Coordination as presented in published
       research and policy literature.
A3   Demonstrate originality in the application of theoretical knowledge to your own
       SEND coordination, evidencing critical awareness of and reflection on your
       own practice.

B Cognitive and Intellectual Skills
B1   Articulate a clearly structured and cohesive argument.
B2   Evaluate a range of work-based activities, relating these to appropriate
research, critical thinking, theoretical and practical contexts and current professional
practice.
B3   Analyse and solve problems, and make evidence-based, well-founded
decisions in unpredictable or challenging situations.

C Skills for Life and Work
C1   Autonomous learning (including time management) that demonstrates the
       exercise of initiative, personal responsibility and decision-making in complex
       and unpredictable situations and the independent learning ability required for
       continuing professional development
C2   Team working skills necessary to succeed in the global workplace, with an
       ability both to work in and lead teams effectively, as well as the ability to act
       autonomously in planning and implementing tasks at a professional or
       equivalent level
C3   Communication skills that show the ability to communicate clearly to specialist
       and non-specialist audiences' knowledge at, or informed by, the forefront of
       the academic discipline, field of study or area of professional practice, and the
       conclusions drawn from dealing with complex issues systematically
C4   IT skills and digital literacy that demonstrate the ability to develop new skills to
       a high level and to approach complex issues systematically and creatively

Programme content

This programme comprises the following modules

Key:
Core = C
Required = R
Required* = R*
Optional = O
Not available for this status = N/A
If a particular status is greyed out, it is not offered for this programme.

Subject offered as single and/or joint programme

[Name of subject]				Status	
Level	Code	Title	Credits	Single	Joint
7	XXXXX	SEND/ inclusion themes in practice	30	C	
7	XXXXX	Developing effective SEND practice through critical reflection	30	C	

Assessment methods

A range of summative assessment tasks will be used to test the Intended Learning Outcomes in each module. These are indicated in the attached assessment map which shows which tasks are used in which modules.

Students will be supported in their development towards summative assessment by appropriate formative exercises.

Work experience and placement opportunities

The Postgraduate Certificate is designed for SENCO professionals who are doing, or have completed, the NPQ SENCO and are working in school, or other educational, contexts. They will be drawing upon their professional knowledge within the modules. Therefore, whilst there are no work experience or placement opportunities, there are opportunities for networking with other SENCO professionals.

Additional Costs Table

Module Code & Title	Type of Cost	Cost

Graduate Attributes

	Bath Spa Graduates…	In the Postgraduate Certificate Professional Education (SENCO), this means…
1	Will be employable: equipped with the skills necessary to flourish in the global workplace, able to work in and lead teams	Students who exit the award, will have gained their NPQ for SENCO, and therefore will have obtained the qualification which enables teachers to work as a SENCO in any mainstream primary or secondary school in England. Through the Postgraduate Certificate, students will have demonstrated through their assessments that they have met the Level 7 outcomes, which specifically relate to the development of their leadership skills at both an operational and strategic level. Many of our students go on to become assistant, deputy and head teachers, whilst others continue their work outside of school through advisory roles in education.
2	Will be able to understand and manage complexity, diversity and change	Students undertaking the Postgraduate Certificate are teaching professionals working within a variety of educational contexts. The Postgraduate Certificate focuses on the development of critical reflection and evaluation skills, required of SENCOs to manage and implement change in their settings. Due to the nature of the SENCO role, students will develop the skills to extend their understanding of diversity through the exploration of inclusive educational policy.
3	Will be creative: able to innovate and to solve problems by working across disciplines as professional or artistic practitioners	Students are expected to apply their learning in professional contexts. Both modules focus on an exploration of professional practice, which requires students to reflect and evaluate an aspect of their current role.

		Throughout sessions and assessments students are required to reflect, problem solve and innovate evidence-based solutions for their educational contexts.
4	Will be digitally literate: able to work at the interface of creativity and technology	Students will be able to demonstrate an ability to use technology in the development of their own practice and that of others.
5	Will be internationally networked: either by studying abroad for part of the their programme, or studying alongside students from overseas	Students will be able to draw on the international networks at BSU, to build and extend relationships within the sector on a local, national and global scale. Students will be expected to explore international perspectives on SEND and inclusion.
6	Will be creative thinkers, doers and makers	Students will develop creative thinking skills through reflection of their own professional practice in line with current research evidence. Students will apply such skills and will demonstrate the application of their learning in a practical sense in their workplace.
7	Will be critical thinkers: able to express their ideas in written and oral form, and possessing information literacy	Students will demonstrate critically in their reading and writing activities an ability to communicate in their assessments, both formatively and summatively.
8	Will be ethically aware: prepared for citizenship in a local, national and global context	The political and philosophical underpinning of this Postgraduate Certificate ensures the development of values perspectives.

Modifications

Module-level modifications

Code	Title	Nature of modification	Date(s) of approval and approving bodies	Date modification comes into effect

Programme-level modifications

Nature of modification	Date(s) of approval and approving bodies	Date modification comes into effect

Attached as appendices:
1. Programme structure diagram
2. Map of module outcomes to level/programme outcomes
3. Assessment map
4. Module descriptors

Appendix 1: Programme Structure Diagram – (PGCert Professional Education (SENCO))

Autumn starters of NPQ for SENCO.
BSU entry: Trimester 3

Module	Module 1 (30 credits)	Module 2 (30 credits)
Registration dates	June – Jan e.g. June Year 1 – Jan Year 2	Feb – Sept e.g. Feb Year 2 – Sept Year 2
Module title	SEND/ inclusion themes in practice	Developing effective SEND practice through critical reflection

Spring starters of NPQ for SENCO.
BSU entry: Trimester 1

Module	Module 1 (30 credits)	Module 2 (30 credits)
Registration dates	Sept – May e.g. Sept Year 1 – May Year 1	June – Jan e.g. June Year 1 – Jan Year 2
Module title	SEND/ inclusion themes in practice	Developing effective SEND practice through critical reflection

Map of Intended Learning Outcomes (ILOs) against modules
[Programme title, including final award designation]

(The number of columns can be adjusted to accommodate the ILOs as set out in the Programme Specification section of the Definitive Programme Document.)

Level	Module Code	Module Title	Status (C,R,R*,O)[2]	Subject-specific Skills and Knowledge								Cognitive and Intellectual Skills				Skills for Life and Work			
				A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	C1	C2	C3	C4
7		SEND/ inclusion themes in practice	C	X	X							X	X	X		X	X	X	X
7		Developing effective SEND practice through critical reflection	C	X	X	X						X	X	X		X	X	X	X

Map of summative assessment tasks by module [Programme title, including final award designation]

Please indicate in the relevant boxes which summative assessment methods are used in each module, the assessment length or % weighting where appropriate. Please delete or add columns and/or rows as necessary. An illustrative example, which should be deleted, is provided in the first line.

The titles 'Coursework', 'Practical' and 'Examination' are the headings under which the University is required to return data for Unistats and should not be changed. The specific headings under those are the ones given in the guidance issued to Schools by Student Services; please amend them as necessary to fit the summative assessment diet on this programme and the most appropriate of the data headings.

Level	Module Code	Module Title	Status (C,R,R*,O)[3]	Assessment method		
				Coursework	Practical	Written Examination

[3] C = Core; R = Required; R* = Required*; O = Optional

				Composition	Dissertation	Essay	Journal	Portfolio	Report	Performance	Practical Project	Practical skills	Presentation	Set exercises	Written Examination	In-class test (seen)	In-class test (unseen)
7		SEND/ inclusion themes in practice	C					1 x 8000 words equivalent									
7		Developing effective SEND practice through critical reflection	C					1 x 8000 words equivalent									