London South Bank University
EST 1892

Course Addendum: Changes to 2020/21 Teaching In Response to Covid-19

Whilst we hope to deliver as much activity on-campus as possible, the government's guidance and social distancing measures will inform how much teaching we can deliver face-to-face in the 2020/21 academic year. Working to government guidelines we have adapted the delivery of our courses to a model of blending learning, which consists of a mix of online and on-campus activities. We are equipped to move between blended learning to fully online, or face–to–face, as the Covid-19 situation evolves.

The learning outcomes of your course remain the same but there are changes to its delivery, assessment and structure, as set out in the Changes section of this document. The subsequent pages of this document contain the original teaching and learning schedule of this course, for your reference.

24th July 2020

Course Details

Course Title(s)	MA Education (Autism) (PT)
	MA Education (Special Educational Needs and Disability) (PT)
	MA Programme In Education (PT)
	National Award for Special Educational Needs Co-ordination (PgCert) (PT)
	PgCert Autism (PT)
	PgCert Mentoring (PT)
Course Code(s)	4425; 4426; 2038; 5080; 4908; 5051
Course Director	Sophie Mackay
Shared Modules?	Yes within these courses

We are looking forward to seeing all of our students for face to face teaching as soon as possible. In the meantime, we have adapted our delivery for semester 1 to provide you with extensive online resources in addition to any on-campus activities.

Changes to the mode of delivery and course composition

Subject to Government advice and in line with our commitment to the safety of our staff and students, from September we are planning the following:

- *On-campus time for regular small group seminars, especially to prepare for assessments*
- *Online and remote alternatives to lectures during the first semester, for example recorded lectures and interactive online activities*
- *Regular live online seminars during the first semester with your lecturer and a group of other students to discuss the topics covered in the lectures*
- *Weekly readings and other material on our virtual learning environment, Moodle*
- *Weekly access to module teaching teams and personal tutors via email and virtual office hours*

Importantly, we will ensure that we provide equivalent resources and support to students who are unable to join us on campus for these sessions.

Your overall amount of contact will the same as if it were delivered fully on campus.

Changes to assessment strategy

On-campus assessments replaced by carefully adapted alternatives that can be undertaken online (eg, take-home exams, essays and computer-based tests.

For reference, the following pages contain the original teaching and learning schedule of this course, prior to the changes implemented in response to Covid-19.

1	Final award title(s)	Post Graduate Certificate National SENCO Award	Course Code(s)	5080
2	Intermediate award title(s)	N/A		
3	Awarding Institution	London South Bank University		
4	School	LSS		
5	Division(s)	Education		
6	Delivery site(s) for course(s)	Southwark		
7	Mode(s) of delivery	Part- time:		
8	Approval dates	Course(s) validated		
		Course specification last updated and signed off	10/09/2019	
		Version number		
9	Reference points	Internal	LSS QA Committee	
		External	External Examiner: Cathal Buttler NCTL National Award for Special Educational Needs Co-ordination Learning Outcomes: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/354172/nasc-learning-outcomes-final.pd SEEC Credit Level Descriptors for Higher Education , 2016	
10	Distinctive Features of the Course	Since 2009 all those appointed to the post of Special Educational Needs Coordinator – SENCO, have been required by the DfE to have gained the National Award for SEN Co-ordination, within three years of taking up the post. The DfE stipulate that the award is at Master's level and that providers of the award must ensure that the programme of study they design enables those on the programme to meet NCTL's Learning Outcomes for the National Award for SEN Co-ordination. This programme has been designed to allow serving teachers to meet both aspects of these requirements.		

		As an LSBU PgCert, it is also designed to be delivered at LSBU and through local agreements, working with appropriate providers (for example Teaching Schools and Teaching Alliances) and Local Authority CPD departments. In this way, students have the opportunity to experience the most up-to-date facilities available to children and young people with SEND, through the delivery of aspects of the programme in appropriate SEND settings; as well as the academic experience of working with the Division of Education's Professors, Associate Professors and post-doctorate tutors, some of whom have SEND, and all of whom are highly regarded in the field of Critical Disability Studies.

Course Aims

The aims of the programme are to provide opportunities to:

- develop participants' critical and professional knowledge and understanding of underpinning theory and key ideas and debates relevant to the SENCO role, addressed in the academic and professional literature and applied to practice.

- develop participants as effective leaders / co-ordinators of provision for learners identified /labelled with having special educational needs and disability (SEN and D) in various educational settings across the age range.

Objectives

On successful completion of their programme of study students should be able to:

- demonstrate knowledge and a critical awareness of a range of current theoretical perspectives in the relevant subject areas, and relate appropriate theories to practice;
- demonstrate a breadth of knowledge of, and an evaluative and analytical perspective on a range of literature and key issues in the relevant subject areas. Specifically, students should be able to relate this knowledge to the experiences of those involved in the process and in the study of education;
- analyse critically their own attitudes and experiences, evaluate and improve practice, and demonstrate this through their coursework;
- demonstrate the relevant transferable skills and knowledge, enabling them to become more effective educators;
- demonstrate, plan and evaluate the management of change and synthesise and evaluate arguments on relevant issues;
- take account of other people's opinions and experiences, reflect critically and build on their own thinking. Specifically, students should be able to show, through their writing, that they have used the discussion and participation essential to course sessions to extend their own thinking.

Course Outcomes

A   Students will have knowledge and understanding of:

A1   how to identify SEND and ensure participation in learning for learners with SEN and disabilities

A2   how to extend personal skills in teaching to ensure learning achievement for groups of learners potentially vulnerable to accessing participation in learning

A3   how to be pro-active in developing inclusive policies and practices which enhance learning and ensure access to participation and achievement of SEND learners

A4   how to develop effective working partnerships with professionals in other services and agencies to facilitate effective multi-agency working and contribute to the design and execution of Education, Health and Care Plans

A5   how to model effective practice, coach and mentor colleagues and lead the professional development of staff so that all staff improve

A6   how to ensure statutory responsibilities towards children and young people with SEN and/or disabilities are met.

Teaching and learning strategy

This programme is designed to enable serving teachers to gain the DfE's National Award for Special Educational Needs Co-ordination.   In order for students to be successful on the programme teaching and learning will take place both at LSBU and in the workplace. Learning will be led by formal input from LSBU tutors and practitioners in the field. Students will be engaged in seminar and workshop activities to support the development of their critical and analytic M level skills, knowledge and understanding.

The teaching and learning strategy will also involve work based activities to research, critique and inform the development of appropriate professional practice, as necessary to meet the award outcomes.

All teaching and learning activities will share the central objectives identified by the University and QAA as characteristic of M Level work.

Assessment

This programme is designed to meet the statutory professional requirements needed for serving teachers to become Special Educational Needs Co-ordinators. Therefore, assessment for the programme's modules must include evidence that students have met NCTL *National Award for Special Educational Needs Co-ordination Learning Outcomes* and that they have met the learning outcomes at Level 7. To that end, the module outlines for the programme have their main learning outcomes mapped against the specifics of the NCTL NASENCo Learning Outcomes.

To ensure students have met the professional element of the NCTL/DfE NASENCo Learning Outcomes, each module requires students to compile and present a portfolio of evidence gathered from their professional practice. The evidence required in each portfolio is mapped against the specific NCTL/DfE Learning Outcomes required to be met in that module. Only though the achievement of both modules and the compilation of both portfolios can all NCTL/DfE Learning Outcomes be shown to have been met in the professional context.

The evidence in the portfolios will be comprised of school based documents including (but not exclusively): planning and policy documents; evidence of children's and young person's achievement in learning; reflections on relevant research; critical reflections on SEN/D strategies and interventions and examples of leadership and management activities. All evidence is expected to be annotated to show M Level Critical reflection. To pass this element of the assessment students will need to indicate they have evidence to meet all NCTL/DfE Learning Outcomes for the relevant module and that they have appropriately reflected on what the evidence indicates. It would be expected the reflections would be no more than 150 - 200 words.

Overall portfolios are graded on a pass/fail basis, thereby indicating students 'achievement of the professional aspect of the learning outcomes. Students will be supported in gathering evidence as part of their formative assessment throughout the course.

The academic Level 7 aspects of the programme will be assessed through essays and reflective case studies. These modes of assessment will enable students to demonstrate their critical and analytic engagement with the course content and requirements, in line with appropriate QAA descriptors. These aspects of the assessment will be graded out of 100%, with 50% being the pass mark.

For the students achieve in the programme they will need to pass all elements of assessment, both professional and academic.

B) Students will develop their intellectual skills through:

B1   development of critical and analytical skills

B2   making links between theoretical and workbased SEN/D educational issues, including critical evaluation of national and local policy

B3   engaging with a taught curriculum that is delivered to a high quality and that is informed by scholarship and research.

Teaching and learning strategy

Students' intellectual skills will be developed through teaching and learning strategies that model critical and analytic skills, and provide students with the opportunity to develop their own skills in these areas. These strategies will include tutor and student led seminars and workshops and reflections on work-based activities. These strategies will also enable students to develop their capacity to draw critical links between theory and practice and make informed judgements about appropriate courses of action to take in the workplace, in line with the role of Special Educational Needs Co-ordinator (SENCO).

Assessment

These intellectual skills will be assessed through: the students' professional portfolios of evidence and the written case study and action research elements of the module's assessments.

C Students will acquire and develop practical skills such that they are able to:

C1   apply theory to their practice to improve the learning outcomes for learners with SEND

C2   develop knowledge and understanding of how to work in a multi-agency environment

C3   critically evaluate diagnostic tools and assessment frameworks and deploy resources, including human resources

C4   lead and manage provision in settings that provide for learners with SEND.

Teaching and learning strategy

As serving teachers – some of whom will already be in the role of SENCO, students will be well placed to critically explore the theory covered in the modules and how that applies in practice. Through tutor and expert practitioner led sessions, examples of both theory and practice will be examined in seminar and workshop sessions.

Assessment

These practical skills will be assessed through: the students' professional portfolios of evidence and the written case study and action research elements of the module's assessments.

D) Students will acquire and develop a range of communication skills which are transferrable to employment and further study. These including being able to:

D1   develop skills in data and information collection, evaluation and formulating Reponses to that information

D2   use of ICT as a research and communication tool

D3   critical reflection on personal practice.

Teaching and learning strategy

The modules provide considerable scope for teaching and learning strategies that develop these communication skills. As serving professionals in education students will already be familiar with analysing and responding to learning performance related data, and communicating with a range of stakeholders and agencies. The modules on this programme will provide teaching and learning opportunities, through seminars, workshops expert practitioner input to further develop these skills.

Assessment

These practical skills will be assessed through: the students' professional portfolios of evidence and the written case study and action research elements of the module's assessments. Particularly in terms of analysing research data around improving the outcomes for children and young people with SEN/D and considering how to communicate with others in a multi-agency environment.

Entry requirements

Applicants must be serving teachers, with Qualified teacher status (QTS), working in an educational setting. They must be able to demonstrate their employer is aware they are undertaking the programme and that they support the student's engagement with the programme. In part, this is because in order to meet the NCTL NASENCo Learning Outcomes students will have to draw on potentially sensitive material from their workplace.

Applicants will also need to be able to demonstrate that they are suitably prepared for Level 7 study. This will normally mean a good first degree (with a classification of 2:2 or above) and evidence that applicants are able to write at this level. Final decisions about suitability for the course are taken, as far as is possible either in consultation with the school /setting in which the applicant is based or by the Course Director from an assessment of the standard application form.

APL (Accredited Prior Learning) AP(E)L credits (Accredited Prior Experience and Learning) - either in form of academic work carried out at another institution (APL) or experience from a professional context AP(E)L- can be considered when applying for this course and will be assessed in line with University regulations. Applicants who wish to use APL or AP(E)L credits need to demonstrate that their learning is equivalent to formal learning on the programme and produce satisfactory evidence. If relevant, APL or AP(E)L credits may be applied for part or all of one module of the PG Cert Mentoring course. The maximum amount of credit that can be used as APL or AP(E)L is 30 level 7 credits for this course.

International students additionally require an English Language qualification, with an IELTS score of 6.5, or equivalent.

Course structure

PG Cert and National SENCO Award: Part Time 1 year (evenings)

Year 1	Semester 1	CAT	Semester 2	CAT
	Module 1: National Award for SEN Co-ordination (PGCert) Improving Learning Outcomes for Children and Young People with SEND (NASENCo Learning)	30	Module 2: National Award for SEN Co-ordination (PGCert) Leadership and Management of Provision for Children and Young People with SEND (NASENCo Leadership)	30

Course Modules

Reference Code	Module Title	Level	Credit value
EDU_7_ILO	Module 1: National Award for SEN Co-ordination (PGCert) Improving Learning Outcomes for Children and Young People with SEND (NASENCo Learning)	7	30
EDU_7_LMP	Module 2: National Award for SEN Co-ordination (PGCert) Leadership and Management of Provision for Children and Young People with SEND (NASENCo Leadership)	7	30

Appendix A: Personal Development Planning

COURSE TITLE	PG Cert – National SENCo Award
PDP CRITERIA	LEVEL M
Supporting the development and recognition of skills through the personal tutor system.	**Addressed** All students will have access to one to one support from the Module leader and or MA course director for Masters programmes in the Division of Education
Supporting the development and recognition of skills in academic modules/modules**.**	**Addressed** All modules require participants to engage with complex issues education at Level 7. Support for this is given through the design of sessions, which sets out to be such as to engage participants in critical activity. Module tutors offer individual tutorials to course participants based on the submission of draft coursework assignments and portfolios. The Course Director provides additional tutorial support where this is appropriate and helpful. **Assessed** Currently the coursework for all modules is designed to recognise academic skills through assessment against generic criteria and with reference to the learning outcomes of the specific module.
Supporting the development and recognition of skills through research project	**Addressed** All taught modules encourage participants to engage critically in development and research of professional practice.
Supporting the development and recognition of career management skills.	**Addressed** An explicit aim of the course is to provide CPD which fits the lives of busy professionals and enables them to use their activity within the course to manage their careers.
Supporting the development and recognition of career management skills through work placement or work experience.	**Addressed** All modules are designed to build on the work of participants: participation in work-based activity is an essential feature of the course.
Supporting the development of skills by recognising that they can	**Addressed** The course is designed to value participants' experiences over a wide range of activity. Participants are encouraged to draw on the whole

be developed through extra curricula activities.	range of their educational activity and to be bold and innovative in their choice of focus for development and research activity.
Supporting the development of the skills and attitudes as a basis for continuing professional development.	**Addressed** All modules of the course set out to provide CPD which combines a focus on practice, in particular, the enhancement of children and young people /adult learning, with the academic rigour of Masters level study.
Other approaches to personal development planning.	**Addressed** The course emphasises and builds upon the situated nature of participants' activity. Thus, in all modules participants are encouraged to work with colleagues to plan their activity and monitor its effectiveness.
The means by which self-reflection, evaluation and planned development are supported, for example, electronic or paper-based learning log or diary.	**Addressed** Portfolio evidence of reflective school/setting-based development and research activity is a central feature of all taught modules. The nature of and form that portfolio evidence might take is to be found in module descriptions. **Assessed** Portfolios are assessed on a pass/fail basis. External Examiners are involved as much as possible in this process.

Appendix B**: Curriculum Map for PG cert National SENCo Award**

This map provides a design aid to help course teams identify where programme outcomes are being developed, taught and assessed within the course. It also provides a checklist for quality assurance purposes and may be used in validation, accreditation and external examining processes. Making the learning outcomes explicit will also help students to monitor their own learning and development as the course progresses. For each module, course teams should indicate on the map, where the programme outcomes are; D-developed, T-taught and A-assessed.

Level	Title	Code	A1	A2	A3	A4	A5	A6	B1	B2	B3	C1	C2	C3	D1	D2	D3
7	Module 1: Improving Learning Outcomes for Children and Young People with SEND National Award for SEN Co-ordination (PGCert)	TBC	TDA	TD	TA	TD	TD	TA	TA	TA	TA	TA	TD	TA	TD	TA	TA
7	Module 2: Leadership and Management of Provision for Children and Young People with SEND National Award for SEN Co-ordination (PGCert)	TBC	DA	DA	TDA	TDA	TDA	TDA	DA	DA	DA	TDA	TDA	TDA	DA	DA	DA

NCTL Learning Outcomes for the National Award for SEN Co-ordination mapped against the programme's modules

		Learning Outcome	Module 1	Module 2
1		**The statutory and regulatory context for SEN and disability equality and the implications for practice in their school or work setting**		
		Guidance within the SEN Code of Practice and how it is interpreted locally	Y	Y
		Mediation and the SEND Tribunal		Y
		The Local Offer		Y
		OfSTED Frameworks relevant to their school or work setting		Y
		New funding models, including the right to personal budgets;		Y
		The policy and legislative context for health and social care, including safeguarding and the health and well-being agenda;	Y	Y
		Relevant guidance on data protection and confidentiality, health and safety, including governor accountabilities	Y	Y
2		**The principles and practice of leadership in different contexts**		
		The characteristics of highly effective leadership		Y
		Leadership and management processes and tools that support change in schools		Y
		The role of leadership and professional challenge in supporting and promoting a culture of continuous professional development linked to improvement		Y
		Their own leadership, including strengths and areas for development		Y
		The professional qualities of effective team leadership		Y
3		**How SEN and disabilities affect pupils' participation and learning**		
		The breadth and complexity of the causes of under achievement	Y	
		How children's development is affected by SEN and/or disabilities, including mental health needs, and the quality of teaching they receive	Y	
		High incidence SEN and their implications for teaching and learning and inclusive practice	Y	
		Planning provision for children and young people with more severe and complex SEN		Y

4	**Strategies for improving outcomes for pupils with SEN and/or disabilities**		
	Theories of learning as the basis upon which to design effective interventions	Y	
	Removing barriers to participation and learning for children and young people with SEN and/or disabilities	Y	
	Addressing discrimination, stereotyping and bullying related to SEN and disability	Y	
	The potential of new technologies to support communication, teaching and learning for children and young people with SEN and/or disabilities	Y	
	Relevant theory, research and inspection evidence about effective practice in including pupils with SEN and/or disabilities	Y	
5	**Work strategically with senior colleagues and governors to:**		
	Advise on and influence the strategic development of a person-centred and inclusive ethos, policies, priorities and practices		Y
	Promote a whole school culture of high expectations and best practice in teaching and learning to improve outcomes for children and young people with SEN and/or disabilities;		Y
	Ensure that the school's SEN policy is embedded within the school's performance management, self-evaluation and improvement planning		Y
	Establish systems to collect, analyse and interpret data, including Raise On-line, to inform policy and practice, raise expectations and set challenging targets for children and young people with SEN and/or disabilities		Y
	Commission, secure and deploy appropriate resources to reinforce the teaching of children and young people with SEN and/or disabilities, and evaluate and report upon their impact on progress, outcomes and cost-effectiveness.		Y

6	**Lead, develop and, where necessary, challenge senior leaders, colleagues and governors to:**		
	Understand and meet their statutory responsibilities towards children and young people with SEN and/or disabilities		Y
	Promote improvement in teaching and learning to identify, assess and meet the needs of children and young people with SEN and/or disabilities, within a person-centred approach		Y
	Model effective practice, coach and mentor colleagues		Y
	Lead the professional development of staff so that all staff improve their practice and take responsibility for removing barriers to participation and learning;		Y
	Deploy and manage staff effectively to ensure the most efficient use of resources to improve progress of children and young people with SEN and/or disabilities.		Y
7	**Critically evaluate evidence about learning, teaching and assessment in relation to pupils with SEN to inform practice and enable senior leaders and teachers to:**		
	Select, use and adapt approaches, strategies and resources for assessment to personalise provision for children and young people with SEN and/or disabilities	Y	
	Draw upon relevant research and inspection evidence about teaching and learning in relation to pupils with SEN and/or disabilities to improve practice	Y	
	Undertake small-scale practitioner enquiry to identify, develop and rigorously evaluate effective practice in teaching pupils with SEN and/or disabilities.	Y	
8	**Draw on external sources of support and expertise to:**		
	Engage with the Local Offer to develop effective working partnerships with professionals in other services and agencies, including voluntary organisations, to support a coherent, coordinated and effective approach to supporting children and young people with SEN and/or disabilities		Y
	Promote, facilitate and support effective multi-agency working for all children and young people with SEN, through, e.g. person-centred planning, 'team around a child or family', the Common Assessment Framework and the Education, Health and Care Plan		Y
	Interpret specialist information from other professionals and agencies and demonstrate how it has been used to improve teaching and learning and outcomes for children and young people with SEN and/or disabilities	Y	

	Ensure continuity of support and progression at key transition points for children and young people with SEN and/or disabilities.		Y
9	**Develop, implement, monitor and evaluate systems to:**		
	Identify pupils who may have SEN and/or disabilities	Y	
	Inform all staff about the learning needs, emotional, social and mental health needs and achievement of children and young people with SEN and/or disabilities	Y	Y
	Set challenging targets for children and young people with SEN and/or disabilities	Y	
	Plan and intervene to meet the needs of children and young people with SEN and/or disabilities	Y	
	Record and review the progress of children and young people with SEN and/or disabilities	Y	
	Make effective use of data to evaluate and report upon the effectiveness of provision and its impact on progress and outcomes for pupils with SEN and/or disabilities	Y	
	Ensure appropriate arrangements are put in place for children and young people sitting national tests and examinations or undertaking other forms of accreditation.		Y
	The Award should enable SENCOs to develop and demonstrate the personal and professional qualities and leadership they need to shape an ethos and culture based upon person-centred, inclusive, practice in which the interests and needs of children and young people pupils with SEN and/or disabilities are at the heart of all that takes place. This is evident when:		
	There are high expectations for all children and young people with SEN and/or disabilities	Y	Y
	Person-centred approaches build upon and extend the experiences, interests, skills and knowledge of children and young people with SEN and/or disabilities	Y	Y
	The voice of children and young people with SEN and/or disabilities is heard and influences the decisions that are made about their learning and well-being	Y	Y
	Family leadership is encouraged and parents and carers are equal partners in securing their child's achievement, progress and well-being.	Y	Y