



<b>A. Course Information</b>																				
<b>Final award title(s)</b>	MA Education (SEND)																			
<b>Intermediate exit award title(s)</b>	PG Cert - SENCo Award PG Diploma Education																			
<b>UCAS Code</b>		<b>Course Code(s)</b>	4426																	
	London South Bank University																			
<b>School</b>	<input type="checkbox"/> ASC <input type="checkbox"/> ACI <input type="checkbox"/> BEA <input type="checkbox"/> BUS <input type="checkbox"/> ENG <input type="checkbox"/> HSC <input checked="" type="checkbox"/> LSS																			
<b>Division</b>	Education																			
<b>Course Director</b>	Sophie Mackay																			
<b>Delivery site(s) for course(s)</b>	<input checked="" type="checkbox"/> Southwark <input type="checkbox"/> Havering <input type="checkbox"/> Other: please specify																			
<b>Mode(s) of delivery</b>	<input type="checkbox"/> Full time <input checked="" type="checkbox"/> Part time <input type="checkbox"/> other please specify																			
<b>Length of course/start and finish dates</b>	<table border="1"> <thead> <tr> <th><b>Mode</b></th> <th><b>Length years</b></th> <th><b>Start - month</b></th> <th><b>Finish - month</b></th> </tr> </thead> <tbody> <tr> <td>Full time</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Full time with placement/sandwich year</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Part time</td> <td>3</td> <td>September</td> <td>August</td> </tr> </tbody> </table>	<b>Mode</b>	<b>Length years</b>	<b>Start - month</b>	<b>Finish - month</b>	Full time				Full time with placement/sandwich year				Part time	3	September	August			
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	Full time with placement/sandwich year																			
Part time	3	September	August																	
<b>Is this course generally suitable for visa sponsored students?</b>	Please complete the International Office questionnaire No																			
<b>Approval dates:</b>	Course(s) validated / Subject to validation																			
	Course specification last updated and signed off	September 2021																		
<b>Professional, Statutory &amp; Regulatory Body accreditation</b>	The development of the degree has been informed by the QAA Benchmark for Masters study and the NCTL criteria for the National SENCO Award																			

<b>Reference points:</b>	Internal	Corporate Strategy 2020-2025 Academic Quality and Enhancement Website School Strategy LSBU Academic Regulations
	External	QAA The UK Quality Code for Higher Education 2018 Framework for Higher Education Qualifications FHEQ Outcome Classification Descriptions for Level 6 Subject Benchmark Statements (Dated) OfS Guidance PSRBs SEEC Level Descriptors 2021 Competitions and Markets Authority NCTL Outcomes criteria for National SENCO Award

### **B. Course Aims and Features**

<b>Distinctive features of course</b>	<p><b>Distinctive features of this programme include:</b></p> <ul style="list-style-type: none"> <li>• its emphasis on a strong and clear set of core values;</li> <li>• its application to professional practice in education at all stages from early years to post compulsory (further and higher education)</li> <li>• its school /setting-based nature, and the way that it encourages participants to ‘start from where they are’ , using their own professional activity and context as the major structuring resource;</li> <li>• its focus on the impact of course- and school /setting-based activity on the outcomes for the young people with whom course participants work;</li> <li>• its aim to foster reflective and reflexive practice in the context of participants’ professional activity, allowing all aspects of this practice to inform and to be informed by critical reading of the literature, by theory and by relevant research;</li> <li>• the opportunity for individuals to develop a specialism</li> <li>• The opportunity for individuals to be able to gain the National SENCO qualification within the Masters programme.</li> </ul>
<b>Course Aims</b>	<p><b>The aims of the programme are to:</b></p> <ul style="list-style-type: none"> <li>• provide an up-to-date curriculum that is delivered to a high quality and is informed by scholarship and research;</li> <li>• provide a critical, reflexive and substantive knowledge of educational processes and practices in the area of autism, disability and special educational needs;</li> <li>• provide a learning experience that enables the development of intellectual, practical and transferable skills that fosters participants’ enthusiasm and develops a sense of a learning community;</li> <li>• Develop the participants’ ability to analyse critically and build upon their own attitudes, professional experience and practice including the promotion of social justice, inclusion, and equity as a policy and a practice.</li> <li>• draw on participants’ experience to develop their understanding of the relationship between theory and practice, particularly within their own school /setting, but extending to its wider context;</li> <li>• provide academic and personal support which builds on and recognises the students’ professional skills and experience and supports them in developing knowledge and skills to undertake independent research;</li> </ul>

	<ul style="list-style-type: none"> <li>• attract participants from a wide range of backgrounds and facilitate the sharing of their differing experiences;</li> <li>• Provide modes of delivery that are flexible, in order to satisfy participants' needs as fulltime practitioners.</li> </ul> <p><b>Objectives</b></p> <p>On successful completion of their programme of study students should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate knowledge and a critical awareness of a range of current theoretical perspectives in the relevant subject areas, and relate appropriate theories to practice;</li> <li>• 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;</li> <li>• analyse critically their own attitudes and experiences, evaluate and improve practice, and demonstrate this through their coursework;</li> <li>• demonstrate the relevant transferable skills and knowledge, enabling them to become more effective educators;</li> <li>• demonstrate, plan and evaluate the management of change and synthesise and evaluate arguments on relevant issues;</li> <li>• 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;</li> <li>• reflect on personal experience and relate it to issues of social justice and equity both in the context of the course and in their own work</li> </ul>
<p><b>Course Learning Outcomes</b></p>	<p><b>A Students will have knowledge and understanding of:</b></p> <p>A1 have acquired knowledge and understanding required to support the development of others in terms of professional development, learning or teaching</p> <p>A2 have acquired knowledge and understanding required to make effective use of ICT</p> <p>A3 demonstrate a coherent and critical understanding of complex and important issues within education</p> <p>A4 Understand the nature of educational research and associated methodologies</p> <p>A5 have acquired knowledge and understanding required to make links between theoretical issues and participants' practical experience, as an individual teacher and as a member of the school staff.</p> <p>A6 have acquired knowledge and understanding of major theories of language and learning</p> <p>A7 have acquired knowledge and understanding of key critical debates about inclusion, diversity, equity and equality</p> <p>A8 have acquired knowledge and understanding of theories and principles that underpin current approaches to educating pupils /students/learners identified with special educational needs and/or disability (SEND)</p> <p>A9 have acquired knowledge and understanding required critically to evaluate developments in the field of SEND</p> <p>A10 have knowledge and empathic understanding of aspects of SEND, informed by theory and practice</p>

**B Students will develop their intellectual skills through:**

- B1 demonstrate ability to produce a well-structured and accessible written report
- B2 Identify and articulate key issues in a curriculum area and relate these to appropriate teaching and learning within the classroom or other learning settings
- B3 Analyse research material critically in order to analyse and assess current initiatives in education and illuminate teaching /practice
- B4 demonstrate critical awareness of a range of appropriate education literature and of the underlying values of aspects of education, identifying issues of inclusion, diversity, equity and equality.
- B5 make links between theoretical and educational issues: evaluating outcomes and implications of a range of educational beliefs and strategies
- B6 Write coherently and at length on complex educational issues
- B7 Compare and contrast forms of educational provision
- B8 identify and articulate key issues relating to pupils' /students' development in main stream, special school and other educational settings (including post compulsory contexts)
- B9 identify and articulate key issues in supporting the learning of pupils /students/learners identified with SEND.

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

- C1 maintain up-to-date sources of appropriate and advanced knowledge, including knowledge informed directly from disabled scholars / scholars with SEND
- C2 make links between theoretical issues and personal practical experiences
- C3 carry out and use research to support development: institutionally or individually
- C4 enhance provision for the development of equal opportunities policy and practice
- C5 use their own experience of learning, together with other supporting material, to plan effectively for the learning of their pupils /students or of colleagues
- C6 Use a range of indicators to assess and monitor school /setting /practice effectiveness in teaching in a particular area of the curriculum
- C7 propose ways of enhancing the learning experience of pupils /students identified with SEND
- C8 Participate actively and cooperatively in a group project

**D Students will acquire and develop a range of communication skills which are transferrable to employment and further study:**

- D1 read and analyse texts critically in order to use them as a basis for a theoretical understanding of aspects of education including their professional activity.
- D2 demonstrate deep understanding of the processes of learning including the affective element, variation in approaches to teaching and learning
- D3 critically appraise initiatives in teaching and learning for pupils /students with SEND
- D4 use ICT as a research and communication tool
- D5 apply subject knowledge and their knowledge of their own thinking and experience to their planning for students' identified with additional requirements.
- D6 demonstrate effective management and assessment strategies to enhance practice and raise achievement for disabled pupils /students/learners, including individuals identified with SEND
- D7 Make use of effective problem solving skills
- D8 Make use of listening, counselling and tutorial skills

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|--|---|
|  | <p>D9 reflect critically and constructively on their own practice and construct cogently argued proposals for enhanced practice at individual/institutional level</p> <p>D10 critically appraise initiatives in policy articulation for learners identified with additional needs.</p> <p>D11 Communicate to others the links between curriculum, (i.e. learning, institutional practice and school/community action).</p> <p>D12 Lead others in advocacy for rights of learners identified with additional needs</p> |
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### **C. Teaching and Learning Strategy**

For most of their time, students following the school /setting-based route will be working within their own schools /settings: they will study together with their colleagues in tutor-led sessions and they will engage professionally with them as they develop their school /setting-based work; they will also, of course, work with their own students in their own classrooms.

In most modules, participants will develop their knowledge and understanding through seminars built around readings to which they will be expected to make reactive inputs.

Whilst there will be considerable variation in teaching styles across and within modules, all teaching shares the central objectives identified by the University and QAA as characteristic of masters level work.

Specific teaching strategies are outlined in the syllabus for each module.

Participants will be supported in the development of their intellectual skills through their participation in school /setting-based tutor-led sessions and the school /setting-based work that they do within their work context. School /setting-based work provides participants with valuable opportunities to make connections between their professional practice and their developing intellectual skills; indeed, modules and sessions are organised precisely to maximise the potential for such connections.

The school /setting-based route is deeply and essentially rooted in the practice of its participants. In each module students are required to be central participants in activity within their schools /settings or wider school /setting communities. This activity is the basis for the personal reflection that feeds through to further development of practical and intellectual skills. Sessions are organised so that school /setting-based activity can be encouraged, monitored and supported, both through specific tutor action and through planning for that activity.

The transfer of skills and knowledge is known to be problematic. The programme enables teaching and learning strategies to be designed and implemented which allow the development of transferable skills through recognising the situated nature of their development. Sessions require that participants identify and work on aspects of their practice, which demand particular skills. The transferability of these skills itself becomes an object of study in some of the modules.

### **D. Assessment**

Assessment for all modules in the school /setting-based route is by written work, not examinations. These vary in format across the modules, and may be essays, small-scale research studies, annotated bibliographies, research designs, poster or other presentations etc.

Portfolio assessment serves the function of monitoring and recording the school /setting-based activity of course participants; this can take a range of forms, but there must be checkable evidence of appropriate participation in school /setting-based research or development activity and the completion of school /setting-based hours. What is taken to constitute such evidence varies between, and indeed, within, school /setting-based modules; it is negotiated with schools /setting and participants as part of the needs assessment process.

The practical skills we seek to develop are intimately linked with the professional and intellectual skills, knowledge and understanding referred to above. All assessments - written assignments and evidence-based assessments - are designed with the practical skills, which lie at the heart of good professional

practice very much in mind. Professional practice is not assessed, but engagement in practice is essential if participants are to be successful.

Intellectual skills are assessed through the procedures described above. Professional skills and competencies are not assessed. However, the skills we seek to develop are clearly linked to professional practice and the assessment procedures used - in particular the compilation of evidence of school /setting-based work, and, more recently presentations to colleagues - encourages professional development through systematic and well-supported professional activity within participants' schools /settings.

Assignments are designed to maximise the opportunity of developing these transferable skills. These may not be assessed directly - as with professional skills; however, successful completion of assignments and participation in school-based activity will depend to a large extent on their effective development.

### **E. Academic Regulations**

The University's Academic Regulations apply for this course. Any course specific protocols will be identified here.

### **F. 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 should also have qualifications that demonstrate that they are suitably prepared for level-7 study in the professional practice context. 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. Applicants are practising education professionals, mostly practising teachers or working in special school or alternative settings including disability services in further and higher education and similar contexts. Final decisions about suitability for the course are taken, as far as is possible either in consultation with the school in which the applicant is based or by the Course Director from an assessment of the standard application form. Applicants with a National Scholarship have already been assessed for suitability by NCTL and therefore will be accepted with no conditions attached.

Applicants holding a Post Graduate Certificate in Education, having followed an initial teacher education course at London South Bank University or another provider may, if accepted, bring level-7 credit from that course into the MA. Such credit must normally have been obtained within five years of the date of application.

### **G. Course structure(s)**

	Semester 1		Semester 2	
<b>Year 1</b>	SESCO Module 1 (compulsory)	30 credits	SESCO Module 2 (compulsory)	30 credits
<b>Year 2</b>	Autism, Identity and Individuality (30 credits)  Or  Teaching and Learning: The needs of learners with special needs, autism and disability  (One of these options would run in any given year)	30 credits	Researching Special Needs Education (compulsory)	30 credits
<b>Year 3</b>	Dissertation (60 credits) (compulsory)			

#### H. Course Modules

Module Code	Module Title	Level	Credit value	Assessment
EDU_7_RSN	Researching Special Needs Education (Compulsory)	7	30	Article review Dissertation proposal
WED_7_DIS	Dissertation (Compulsory)	7	60	Dissertation
EDU_7_All	Autism, Individuality and Identity (Optional)	7	30	Case study
EDU_7_TAL	Teaching and Learning: The needs of learners with special needs, autism and disability (Optional)	7	30	Essay & portfolio
EDU_7_ILO	Part 1 SENCO National Award (Compulsory)	7	30	Portfolio & case study
EDU_7_LMP	Part 1 SENCO National Award (Compulsory)	7	30	Portfolio & action research project

#### J. Costs and financial support

### **Course related costs**

- provide information about other course-related costs (explain what is and what is not included in the tuition fees, e.g. such additional expenses as cost of books or other learning materials, specialist equipment, uniforms, clothing required for work placements, field trips, bench fees).

### **Tuition fees/financial support/accommodation and living costs**

- Information on tuition fees/financial support can be found by clicking on the following link - <http://www.lsbu.ac.uk/courses/undergraduate/fees-and-funding> or
- <http://www.lsbu.ac.uk/courses/postgraduate/fees-and-funding>
- Information on living costs and accommodation can be found by clicking the following link-  
<https://my.lsbu.ac.uk/my/portal/Student-Life-Centre/International-Students/Starting-at-LSBU/#expenses>

### **List of Appendices**

Appendix A: Curriculum Map

Appendix B: Personal Development Planning (postgraduate courses)

Appendix C: Terminology



## Appendix A: Curriculum Map

This map provides a design aid to help course teams identify where course 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.

Modules			Course outcomes																
Level	Title	Code	C2	C3	C4	C5	C6	C6	C7	C8	C9	D1	D2	D3	D4	D5	D6	D7	D9
7	Special Educational Needs and Disability (Optional/APEL)	TBC	TDA	TDA	TD	TD	TD	TD	TD		TD	TD	TD	TD	TD	TD	TD	TD	TD
7	Researching Special Needs Education (Compulsory)	TBC	TDA	TD	TD	TD	TD	TD	TD		TD	TD	TD	TD	TD	TD	TD	TD	TDA
7	Dissertation (Compulsory)	TBC	TDA	TDA	TD	TD	TD	TD	TD	TD	TD	TD	TD	TD	TD	TD	TD	TD	TDA
7	Autism, individuality and identity (Optional)	TBC	TDA	TD	TD	TD	TD	TD	TD		TD	TD	TD	TD	TD	TD	TD	TD	TD
7	Teaching and Learning: The needs of learners with special needs, autism and disability (Optional/APEL)	TBC	TDA	TDA	TD	TD	TD	TD	TD		TD	TD	TD	TD	TD	TD	TD	TD	TD
7	Part 1 and 2 SENCO National Award (Optional)	TBC	TDA	TDA	TD	TDA	TD	TD	TD		TD	TD	TD	TD	TD	TD	TD	TD	TDA

## Appendix B: Personal Development Planning

Personal Development Planning (PDP) is a structured process by which an individual reflects upon their own learning, performance and/or achievement and identifies ways in which they might improve themselves academically and more broadly. Course teams are asked to indicate where/how in the course/across the modules this process is supported.

Approach to PDP	Level 7
1 Supporting the development and recognition of skills through the personal tutor system.	Opportunities to discuss progress with the module leader are available on an ad hoc basis.
2 Supporting the development and recognition of skills in academic modules/modules.	The development of skills required for successful completion of the course (e.g. referencing, assignment structure, presentational skills, critical thinking, etc.) are embedded in module sessions.
3 Supporting the development and recognition of skills through purpose designed modules/modules.	The development of skills required for successful completion of the course (e.g. referencing, assignment structure, presentational skills, critical thinking, etc.) are embedded in module sessions.
4 Supporting the development and recognition of skills through research projects and dissertations work.	Where required, the development of research skills for successful completion of the course (e.g. understanding and design of methodology, ethics, presentation of results, etc.) are embedded in module sessions.
5 Supporting the development and recognition of career management skills.	The course has implicit links to career development and opportunities to develop and enhance these links are embedded in module sessions.
6 Supporting the development and recognition of career management skills through work placements or work experience.	Links with course content and students' experience in educational settings are implicit in the course. Opportunities to develop and enhance these links are embedded in module sessions.
7 Supporting the development of skills by recognising that they can be developed through extra curricula activities.	Introduction to the help and support offered by the University's various central support services. Students are advised of the benefits they can gain through participation in Student Union activities and societies and in becoming course representatives.
8 Supporting the development of the skills and attitudes as a basis for continuing professional development.	The links between course content and continuing professional development are implicit. Developing the skills and attitudes for CPD are embedded within module sessions.
9 Other approaches to personal development planning.	Library induction is provided during induction week. Students are encouraged to engage with professional networks.

10 The means by which self-reflection, evaluation and planned development is supported e.g. electronic or paper-based learning log or diary.	Reflections and evaluation are embedded in module assignments. Students are encouraged to reflect throughout the course, and record these reflections in ways which support their individual development.
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## Appendix C: Terminology

[Please provide a selection of definitions according to your own course and context to help prospective students who may not be familiar with terms used in higher education. Some examples are listed below]

<b>awarding body</b>	a UK higher education provider (typically a university) with the power to award higher education qualifications such as degrees
<b>bursary</b>	a financial award made to students to support their studies; sometimes used interchangeably with 'scholarship'
<b>collaborative provision</b>	a formal arrangement between a degree-awarding body and a partner organisation, allowing for the latter to provide higher education on behalf of the former
<b>compulsory module</b>	a module that students are required to take
<b>contact hours</b>	the time allocated to direct contact between a student and a member of staff through, for example, timetabled lectures, seminars and tutorials
<b>coursework</b>	student work that contributes towards the final result but is not assessed by written examination
<b>current students</b>	students enrolled on a course who have not yet completed their studies or been awarded their qualification
<b>delivery organisation</b>	an organisation that delivers learning opportunities on behalf of a degree-awarding body
<b>distance-learning course</b>	a course of study that does not involve face-to-face contact between students and tutors

<b>extracurricular</b>	activities undertaken by students outside their studies
<b>feedback (on assessment)</b>	advice to students following their completion of a piece of assessed or examined work
<b>formative assessment</b>	a type of assessment designed to help students learn more effectively, to progress in their studies and to prepare for summative assessment; formative assessment does not contribute to the final mark, grade or class of degree awarded to students

<b>higher education provider</b>	organisations that deliver higher education
<b>independent learning</b>	learning that occurs outside the classroom that might include preparation for scheduled sessions, follow-up work, wider reading or practice, completion of assessment tasks,
<b>intensity of study</b>	the time taken to complete a part-time course compared to the equivalent full-time version: for example, half-time study would equate to 0.5 intensity of study
<b>lecture</b>	a presentation or talk on a particular topic; in general lectures involve larger groups of students than seminars and tutorials
<b>learning zone</b>	a flexible student space that supports independent and social learning
<b>material information</b>	information students need to make an informed decision, such as about what and where to study
<b>mode of study</b>	different ways of studying, such as full-time, part-time, e-learning or work-based learning
<b>modular course</b>	a course delivered using modules
<b>module</b>	a self-contained, formally structured unit of study, with a coherent and explicit set of learning outcomes and assessment criteria; some providers use the word 'course' or 'course unit' to refer to individual modules
<b>national teaching fellowship</b>	a national award for individuals who have made an outstanding impact on student learning and the teaching profession
<b>navigability (of websites)</b>	the ease with which users can obtain the information they require from a website
<b>optional module</b>	a module or course unit that students choose to take
<b>performance (examinations)</b>	a type of examination used in performance-based subjects such as drama and music
<b>professional body</b>	an organisation that oversees the activities of a particular profession and represents the interests of its members

<b>prospective student</b>	those applying or considering applying for any programme, at any level and employing any mode of study, with a higher education provider
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<b>regulated course</b>	a course that is regulated by a regulatory body
<b>regulatory body</b>	an organisation recognised by government as being responsible for the regulation or approval of a particular range of issues and activities
<b>scholarship</b>	a type of bursary that recognises academic achievement and potential, and which is sometimes used interchangeably with 'bursary'
<b>semester</b>	either of the parts of an academic year that is divided into two for purposes of teaching and assessment (in contrast to division into terms)
<b>seminar</b>	seminars generally involve smaller numbers than lectures and enable students to engage in discussion of a particular topic and/or to explore it in more detail than might be covered in a lecture
<b>summative assessment</b>	formal assessment of students' work, contributing to the final result
<b>term</b>	any of the parts of an academic year that is divided into three or more for purposes of teaching and assessment (in contrast to division into semesters)
<b>total study time</b>	the total time required to study a module, unit or course, including all class contact, independent learning, revision and assessment
<b>tutorial</b>	one-to-one or small group supervision, feedback or detailed discussion on a particular topic or project
<b>work/study placement</b>	a planned period of experience outside the institution (for example, in a workplace or at another higher education institution) to help students develop particular skills, knowledge or understanding as part of their course
<b>workload</b>	see 'total study time'
<b>written examination</b>	a question or set of questions relating to a particular area of study to which candidates write answers usually (but not always) under timed conditions