



Course Information Form

This Course Information Form provides the definitive record of the designated course

General Course Information

Course Title	Education (Special Educational Needs)
Qualification	MA
FHEQ Level	7
Intermediate Qualification(s)	PG Certificate PG Diploma
Awarding Institution	University of Bedfordshire
Location of Delivery	AB Polhill
Mode(s) of Study and Duration	Trimester 1-3
Professional, Statutory or Regulatory Body (PSRB) accreditation or endorsement	
UCAS Course Code	
External Benchmarking	QAA Framework for Higher Education Qualifications, level 7, 2014 http://www.qaa.ac.uk/en/Publications/Documents/qualifications-frameworks.pdf Reference to Master's Degree Characteristics Statement (QAA., 2015) http://www.qaa.ac.uk/en/Publications/Documents/Masters-Degree-Characteristics-15.pdf
Entry Month(s)	

Why study this course Should be a maximum of 100 words

The aim of this course is to support students in further developing their understanding of Special Educational Needs, so that they can contribute towards the inclusion of students within educational settings. Given the prominence of the government's commitment to supporting learners with a variety of need, this is a key area for educators to continue to develop in. The course is particularly applicable both to educators currently working in educational settings and to students who wish to develop their knowledge, understanding and academic expertise in the field. For those already in work the part-time route can support progress through the development of more effective inclusive teaching, and, promotion to leadership and management roles. Our named award in special educational needs will enable students to progress to doctoral study in special educational needs.

Educational Aims

This course aims to further develop professional knowledge, understandings in specific areas of educational practice, applicable to a wide range of practice-based settings. You will study with other professionals from a range of educational organisations including schools, local authority organisations, the lifelong learning sector and universities. The course can be taken full or part time and a range of optional units with broad themes allows individual students to focus on one areas of study within the units in order to personalise these appropriate to their interests and needs. In this way you will be able to make a deeper, more specialist analysis in one particular core theme, or appropriate to one area of your own practice or experience.

Alongside the taught units, you will study Research Methods in the workplace in preparation for your dissertation (or you will take the Applied Research Methods And Project unit if you enter the programme with 60 credits at level 7).

The MA Education aims to:

- Increase awareness of and access to a range of academic ideas and research findings in Educational topics relevant to the field of special educational needs
- Promote personalisation of broad themes to meet the needs and interests of students while providing a focused line of study
- Promote vocationally relevant and varied assessment formats with a negotiated focus to support individual and organisational needs (as applicable to different situations)
- Promote engagement with key issues in education, involving critical examination of a wide range of key education sources and texts, leading to the identification and justification of recommendations for further action.
- As applicable to context, encourage evidence-based practice or practice-based understandings.

Course Structure

The Units which make up the course (including the Professional Practice Year as applicable) are:

Unit Code	Level	Credits	Unit Name	Core or option
EDC128-6	7	30	Meeting Diverse Needs	Core
EDC127-6	7	30	Leading Change in Education	Option
EDC126-6	7	30	Enhancing Practice in Educational Contexts	Option
EDC129-6	7	30	Research Methods in the workplace	Core
EDC129-6	7	60	Dissertation in Education (SEN)	Core

The units above set out the recommended pathway of study for this course. Other optional units available include: introduction to special needs coordination in schools, further development of special needs coordination in schools, analysing policy: children's voice, educational leadership in context, exploring coaching and mentoring, early years education and care, as well as distance learning options of the units Understanding pupil behaviour in schools, and understanding difficulties in literacy development and dyslexia.

Students who enter with 60 credits from a previous course may also choose to study the Applied Research Methods and Project Unit as an alternative to the separate research methods and dissertation units.

Course-Specific Regulations

NA

Additional Course Costs

NA

Entry requirements

Standard entry requirements for UK students – <http://www.beds.ac.uk/howtoapply/admissions/making-your-application>

Students from the European Union - <http://www.beds.ac.uk/international/international-applications/how-to-apply> and <https://www.beds.ac.uk/howtoapply/eu/english> if English is not your first language

International students - <http://www.beds.ac.uk/howtoapply/international/apply> and <https://www.beds.ac.uk/international/international-applications/english> if your first language is not English

Graduate Impact Statements

The course has been designed to develop graduates who are able to:

- Use their knowledge and expertise in a specialist area of special educational needs to support the wider development and effectiveness of educational practice in context (either in their own working organisation or in future work contexts, as applicable).
- Confidently promote a research led culture in existing or future work related settings.
- Use their skills and knowledge flexibly to develop creative and innovative approaches.

Course Learning Outcomes

Upon successful completion of the Masters in Education (SEN) course, students should be able to:

1. Critically review and analyse contemporary research and discourses within the field of Special Educational Needs using ideas at a high level of abstraction, to show new personal insights into meeting diverse needs of learners.
2. Develop a deep and systematic understanding of specific theoretical perspectives, within a range of fields within Special Educational Needs literature, and how these relate to current policy and practice;
3. Develop a critical awareness of how different disciplines contribute to integrated approaches which lead to successful outcomes in the field;
4. Flexibly and creatively apply knowledge within the field of Special Educational Needs in familiar and unfamiliar contexts, synthesise ideas or information in innovative ways, and generate transformative solutions;
5. Develop adaptive skills, drawing upon and applying intercultural professional ideas and practices and those derived from national and international research to support change.
6. Be able to undertake a substantial investigation in education and social justice, to address significant areas of theory and/or practice;

7. Select appropriate methodological approaches and critically evaluate their effectiveness in a substantial investigation in education;
8. Undertake analysis of complex data and judge the appropriateness of the data and application to own practice;

PSRB details

NA

Learning and Teaching

The MA award of 180 credits represents 1800 hours of study. Each unit will be delivered through a combination of taught sessions around key topics, with each session supported by guided reading. Course delivery is planned to provide a balance of tutor input and student centred learning appropriate to this level of study. Central to all specialist units is the teaching of conceptual ideas followed by the opportunity for you to choose to specialise in one of three areas of study, to negotiate your learning route and to apply this to the assessment tasks. The taught sessions will use a variety of learning approaches, including seminar sessions, small group work, practical and theoretical exercises, student presentations and formal lectures. Key tutor led strategies include lectures, seminars, tutorials, workshops and research supervision. Strategies to encourage autonomous learning include preparation and research for seminars, oral presentations (group and individual), and written assessments. Face-to-face sessions make full use of your own peer group and promote reciprocal learning as much as possible. Course participants are encouraged to draw on their own experiences and contexts and where relevant to present for discussion material they have prepared

All units utilise our VLE, BREO, as appropriate. This means that you will need to become familiar with the use of the university VLE, BREO, to develop your e-learning knowledge and skills. Guided and self-directed learning is a key component of this course. You are encouraged to take the initiative and responsibility in managing your learning, identifying problems and resolving them. Up to date materials related to current legislation and guidance documents related to policy, current affairs, new initiatives and organisations involved in international development are continually added to the unit web pages to ensure currency and relevance of resources to support your studies

Autonomous learning is a key component of this course. The course requires you to draw upon complex material and engage with texts appropriate to the challenge of Masters Level work (for example research journal articles and government policy documents) and meet the QAA descriptors of the attributes of a graduate at Master's Level.

Assessment

Each unit in this course has its own assessment. Wherever possible, the specific focus of assignments is negotiated individually between the unit tutor and the student, within the parameters of the unit, in order to ensure that the assignment meets the personal and professional needs of the student. The course provides you with a carefully planned and coherent sequence of learning opportunities that facilitate your development through formative and summative assessments.

At this level the expectations, in terms of the quality of work produced, are high and you will need to take active control of your learning. At Master's level the expectation is that you are an autonomous and confident learner, particularly when you are undertaking distance learning units, that you will undertake assessments that are challenging and require mature argument developed from sustained research, and that you will demonstrate fluent and cogent presentation. You are encouraged in your assessments to draw upon an extensive range of sources to demonstrate a deep theoretical understanding and the ability to apply that to current issues and contexts.

The assessments test the ability to construct a reasoned, sustained and coherent argument, and to articulate it fluently, in a range of contexts. You are required to demonstrate an appropriate level of research, of independent argument, and to reference in an appropriate and accurate manner. Through the assessments designed for individual units, you will practise and reinforce skills in researching, evaluating and synthesising materials with a critical eye; quantitative and qualitative data

collection and handling, together with skills associated with conventional academic tasks. Unit assessment is based on specified learning outcomes and assessment criteria.

The unit information forms state clearly the aims, objectives and learning outcomes of the unit, and delineate the criteria of assessment for each outcome. The unit assessment feedback offers detailed comment to the student on the assessment piece.

The taught stage of the course (stage 1) requires you to pass 120 credits before progressing to stage 2, the 60 credit dissertation.

EDC128-6-	Meeting Diverse Needs
EDC127-6	Leading on change in Education
EDC126-6	Enhancing Practice in Educational Contexts
EDC129-6	Research Methods in the Workplace
EDC119-6	Dissertation (Special Educational Needs)
EDC125-6	Educational Leadership in Context
EDC115-6	Analysing Policy: Children's Voice
EDC082-6	Exploring Coaching and Mentoring
EDC015-6	Early Years Education and Care
EDC085-6 (DL)	Understanding Pupil Behaviour in Schools;
EDC086-6(DL)	Understanding difficulties in literacy development and dyslexia
EDC131-6	Applied research methods and project
EDC004-6 / EDC111-6	Introduction to Special Education Needs Coordination in schools
EDC047-6 / EDC112-6	Further development of special education needs coordination in schools

Developing your employability

We aim to integrate examples from practice, up to date case studies and projects focussed on particular developments throughout the course. For existing professionals, a master's level qualification will enhance your chances for promotion and for employment in other contexts. Master's study supports promotion to senior positions in the field of education, with this particular qualification offering an opportunity to demonstrate enhanced understanding and skills in relation to the area of special educational needs. The course is designed to help you engage with study and critique key issues in education as well as to be able to identify and justify recommendations for further action. As a master's graduate, therefore, you will have the confidence, knowledge and critical skills to prepare and present a strong application to senior posts in the field of education.

After Graduation

Bringing your subject knowledge from the areas you have studied, you will have gained knowledge and skills through this course that will make you a specialist in relation to Special Educational Needs. It will enhance your chances of gaining employment or promotion to senior posts in Educational settings and for management positions, relating to special educational needs, disability and inclusion. The qualification will have developed your confidence to advise others in your workplace through the expertise you have gained in specific aspects of Education. For those who wish, there will be the option of applying to progress to doctoral study.

Additional Information

NA

Student Support during the course

During the course you are supported by the Course co-ordinator and unit co-ordinators. You will receive different support at different stages of the course. Regular tutorial sessions held throughout the period of study will support your academic, personal and professional development. Tutors are flexible and will work to provide support through appointments that fit your availability, during the day, during twilight hours. Meetings can be held face to face, on the phone, or via skype. You communicate with the community of learners and tutors through email and the course Virtual Learning Environment (VLE), BREO. It is expected that you will check both of these regularly.

On the course considerable emphasis is placed on our academic advisory and tutorial support systems, which we encourage you to use. You will have a named personal tutor for each unit (your unit co-ordinator) who will offer unit specific support. If you have any doubts about your ability to cope academically or personally with your studies we encourage you to discuss this with your personal tutor.

UoB Facilities and Resources

The university aims to ensure that all students have appropriate access to facilities and resources. To this end, the libraries in Bedford and in Luton are both open 24 hours a day, so that part-time students can access materials at a time convenient to them. Efforts are made by the academic and academic librarian staff that the required reading is available, both in the libraries, and electronically, through e-books, where possible. The reading list software, which is regularly updated, can be accessed through BREO gives students information about the availability of reading materials.

In addition to this, the university aims to provide facilities for food and drink to students attending university on the Bedford campus in the evening, through longer opening hours of the coffee shop and campus cafeteria.

You have access to a range of support services during your course. Information regarding these services is given during an Induction at the start of the course. This includes:

- Registration & induction events;
- study skills at Masters Level;
- library induction;

- BREO induction, including advice on how BREO will be used to support blended learning
- academic referencing;

You are also supported through:

- specific and detailed formative feedback on an assessment by assessment basis to enable you to develop the quality of your work;
- the course VLE, BREO, which supports academic discussion with peers and tutors outside of the classroom. Academic support is also available via BREO in the form of online tutorials;
- specialist support:
 - Careers and Employability Services <https://www.beds.ac.uk/student-experience2/studying-at-bedfordshire/student-services/careers>
 - Student Information Desk (SID) <https://www.beds.ac.uk/student-experience2/studying-at-bedfordshire/student-services/sid>
 - Student Support: Health & Well Being, Student Engagement and Mitigation, Student Money Advice and Chaplaincy. <https://www.beds.ac.uk/student-experience2/studying-at-bedfordshire/student-support>
 - Learning Resources: University Library and PAD (Professional & Academic Development) <https://lrweb.beds.ac.uk/>
 - English Language Support for students whose first language is not English <https://www.beds.ac.uk/international/international-student-support/communications-skills>

Student Voice

There will be a student representative for each Postgraduate course and they will be invited to course meetings and provide the platform for student feedback and open dialogue, thus allowing for a two-way communication channel with members of the course team. Staff will also regularly give part-time students the opportunity to raise general issues at the start or end of taught sessions. The Bedfordshire Unit Survey will allow you to provide feedback for each unit studied. The findings from this are evaluated and acted upon. BREO will report on how feedback has made changes to be made in 'You said- we did'.

Course Equality Impact Assessment

Question	Y/N	Anticipatory adjustments/actions
The promotion of the course is open and inclusive in terms of language, images and location?	Y	
Are there any aspects of the curriculum that might present difficulties for disabled students? For example, skills and practical tests, use of equipment, use of e-learning, placements, field trips etc.	N	
Are there any elements of the content of the course that might have an adverse impact on any of the other groups with protected characteristics ¹ ?	N	

¹ Age, Gender reassignment, Marriage and civil partnership, Pregnancy and maternity, Race, Religion and belief, Sex, Sexual orientation

If the admission process involves interviews, performances or portfolios indicate how you demonstrate fairness and avoid practices that could lead to unlawful discrimination?	NA	
Confirm that you have considered that the course learning outcomes and Graduate Impact Statements are framed in a non-discriminatory way.	Y	
Confirm that the course handbook makes appropriate reference to the support of disabled students.	Y	

Administrative Information – Faculty completion	
Faculty	Education and Sport
Portfolio	PG Education and English Language
Department/School	Education and English Language
Course Coordinator	Cathal Butler
Trimester pattern of operation	Trimester 1-3
PSRB renewal date (where recognised)	
Version number	2/17
Approved by (c.f. Quality Handbook ch.2)	FTQSC
Date of approval (dd/mm/yyyy)	April 2017
Implementation start-date of this version (plus any identified end-date)	<i>Academic year 2017/18</i>
Study model type (e.g. study centre)	

Form completed by:

Name: **Date:**

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Authorisation on behalf of the Faculty Teaching Quality and Standards Committee (FTQSC)

Chair:



Date: April 2017

Course Updates		
Date (dd/mm/yyyy)	Nature of Update	FTQSC Minute Ref:
April 2017	Move to new UIF template Addition of optional units	

Administrative Information – Academic Registry completion	
Route code (post approval)	
JACS / HECoS code (KIS)	
SLC code (post approval)	
Qualification aim (based on HESA coding framework)	



Annexes to the Course Information Form

*These annexes will be used as part of the approval and review process and **peer academics** are the target audience.*

General course information

Course Title	<i>As stated in the course information section of the associated CIF</i>
Qualification	<i>As stated in the course information section of the associated CIF</i>
Route Code (SITS)	MAESNABP
Faculty	<i>As stated in the administrative section of the associated CIF</i>
Department/School/Division	<i>As stated in the administrative section of the associated CIF</i>
Version Number	<i>This should be the same as that stated in the administrative section of the associated CIF</i>

Annex A: Course mapping of unit learning outcomes to course learning outcomes

Unit code	EDC 128-6	EDC 127-6	EDC 126-6	EDC 129-6	EDC 119-6	EDC 125-6	EDC 115-6	EDC 082-6	EDC 085-6	EDC 084-6	EDC 131-6	EDC 004-6	EDC 047-6				
Level	7	7	7	7	7	7	7	7	7	7	7	7	7				
Credits	30	30	30	30	60	30	30	30	30	30	60	30	30				
Core or option	Core	Option	Option	Core	Core	Option	Option	Option	Option	Option							
Course Learning Outcome (number)	<i>Insert LO1 and/or LO2 for each unit into cell corresponding to the course learning outcome</i>																
1	LO1	LO1	LO1	LO2	LO1	LO1	LO1	LO1	LO1	LO1	LO1	LO1	LO1				
2	LO1	LO1	LO1		LO1	LO1	LO1	LO1	LO1	LO1	Lo1	LO1, LO2	LO1				
3	LO2	LO1	LO2			LO2	LO1	LO1	LO1	LO1	LO2	LO2	LO1, LO2				
4	LO2	LO2	LO2	LO1		LO2	LO1	LO2	LO2	LO2	LO2	LO1, LO2	LO1, LO2				
5	LO2	LO2	LO2		LO1	LO2	LO1	LO2	LO2	LO2	LO2	LO2	LO2				
6		LO2		LO2		LO2	LO1				LO2	LO1	LO2				
7				LO1	LO2		LO2				LO2	LO2	LO2				
8				LO1	LO2		LO2				LO2	LO2	LO2				

EDC128-6-	Meeting Diverse Needs
EDC127-6	Leading on change in Education
EDC126-6	Enhancing Practice in Educational Contexts
EDC129-6	Research Methods in the Workplace
EDC119-6	Dissertation (Special Educational Needs)
EDC125-6	Educational Leadership in Context
EDCXX4-6	Analysing Policy: Children's Voice
EDC082-6	Exploring Coaching and Mentoring
EDC015-6	Early Years Education and Care
EDC085-6 (DL)	Understanding Pupil Behaviour in Schools;
EDC086-6(DL)	Understanding difficulties in literacy development and dyslexia
EDC004-6	Introduction to special needs coordination in schools
EDC047-6	further development of special needs coordination in schools
EDC131-6	applied research methods and project

This annex should be used when Schools wish to offer intermediate qualifications which sit under the main course qualification as named exit or target awards, rather than unnamed exit/default awards.

Section 1: General course information

Intermediate Qualification(s) and titles	
Mode(s) of Study and Duration	
Type of Intermediate Qualification(s)	
Route Code(s) (SITS) of Intermediate Qualification(s)	

Section 2: Qualification unit diet

One table to be used for each intermediate qualification

Confirmation of unit diet for:	<i>Insert intermediate qualification and title</i>	
The units to achieve the credits required may be taken from any on the overall diet for the main course qualification		<input type="checkbox"/>
A combination of units from a restricted list must be taken to achieve the credits required (specify the list below)		<input type="checkbox"/>
A specific set of units must be taken to achieve the credits required (specify units below)		<input type="checkbox"/>

List of units (if applicable):-

Annex C: Course mapping to FHEQ level descriptor, subject benchmark(s) and professional body or other external reference points

Course (or intermediate) qualification and title	MA Education (Special Educational Needs)
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FHEQ Descriptor for a higher education qualification	FHEQ Level 7	Course Learning Outcome(s)							
		1	2	3	4	5	6	7	8
a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice		X	X	X	X				
a comprehensive understanding of techniques applicable to their own research or advanced scholarship				X	X		x	x	X
originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline				X	X	X	x	x	X
Conceptual understanding that enables the student:									
- to evaluate critically current research and advanced scholarship in the discipline		X	X	X			X		
- to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses					X	X		x	X
Typically, holders of the qualification will be able to:									
- deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences			X	X	X	X			
demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level					X	X	X		X
- continue to advance their knowledge and understanding, and to develop new skills to a high level.		x			X	X	X		x
And holders will have: the qualities and transferable skills necessary for employment requiring: - the exercise of initiative and personal responsibility - decision-making in complex and unpredictable situations - the independent learning ability required for continuing professional development.				x	x	x	x	x	x

The format of the following mapping tables may be adjusted.

Qualification Characteristic	<i>Masters Degree Characteristics (QAA, 2015)</i>	Evidence <i>How the course takes account of relevant qualification characteristics documents</i>
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<p>Masters degrees: are usually predominantly composed of structured learning opportunities (are 'taught'). Frequently at least a third of the programme is devoted to a research project, leading to a dissertation or the production of other output such as an artefact, performance or musical composition</p>	<p>Scheduled hours in daytime units are substantial – 36 scheduled hours. In twilight unit (1 option) 24 hours over 12 weeks with supported speaker/visit sessions and reading groups and support sessions. All students take a 60 credit dissertation.</p>
<p>They include research methods training, which may be provided in a range of different ways (e.g. through content modules)</p>	<p>Applied Research Methods unit (30 c)</p>
<p>Other awards, such as postgraduate certificate and postgraduate diploma, will often be offered as stages in the progression to a specialised/advanced study master's degree to facilitate continuing professional development at different stages of a professional career.</p>	<p>There are postgraduate DL certificates offered as progression to this MA Education (SEN). The NASEN may also lead to the MA programme for SENCO professionals.</p>
<p>In England, Wales and Northern Ireland a master's degree will have a typical minimum of 180 credits, of which at least 150 will be at master's level on the FHEQ.</p>	<p>180 credits – full MA award</p>