



**Lincoln Bishop  
University**

Education, Health and Lifelong Learning

**MA Special Educational Needs  
and Disabilities (SEND)  
(Full Time)**

**Programme Specification**

This document provides a concise summary of the main features of the course(s) & associated award(s) offered through this Programme Specification and includes the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities provided. More detailed information on the learning outcomes, curriculum content, teaching/learning, assessment methods for each module and on the Programme's relationship to QAA Subject Benchmark Statements may be found in the dedicated student handbook for the Programme. The accuracy of the information in this document is reviewed periodically by the University and may be subject to review by the Quality Assurance Agency for Higher Education or by other national bodies.

## ***Versioning of Programme Specification***

*This programme specification is valid for the period of approval confirmed at the time of the approval/last review event and relates to provision approved at that point. Programme specifications may be updated during the period of approval to include modifications approved through the University's quality assurance processes.*

*This version provides a description of the programme as approved for the academic session(s) indicated in section 3 of the following table.*

<b>1</b>	<b>Senate approval – date and outcome of last approval</b>	10 July 2025
<b>2</b>	<b>Next Scheduled Review Date: [Month/Year]</b>	July 2030
<b>3</b>	<b>Programme Specification - Effective date: [Day/Month/Year]</b>	1 September 2025
<b>4</b>	<b>Version Number</b>	v1.0

## ***Modifications to Programme Specification***

*Modifications to the programme specification since approval/ last review, and the cohort(s) of learners affected by the change, are listed in Section H (Log of Modifications) at the back of the document.*

## ***Cross Referencing of Programme/Module Specifications***

*Modifications to any elements of Module Specifications attached to this Programme will be updated and then changes made to this document to reflect that. On each Module Spec the Programmes it relates to are clearly indicated for cross referencing.*

## Programme Specification

*The information in this document is organised into the following sections:*

- Section A – Administrative and Regulatory Information*
- Section B – Outcomes*
- Section C – Structure*
- Section D – Teaching, Learning and Assessment*
- Section E – Programme Management*
- Section F – Mapping*
- Section G – Graduate Attributes*
- Section H – Log of Modifications*

## SECTION A – ADMINISTRATIVE AND REGULATORY INFORMATION

<b>1</b>	<b>Programme Specification Title</b>
MA Special Educational Needs and Disabilities (SEND)	
<b>1a</b>	<b>Programme Code</b>
EDSNP_1.0	
<b>2</b>	<b>Brief Summary (for Marketing Purposes)</b>
<p>The MA SEND is an exciting one-year full-time programme that allows learners to follow their own educational related interests and passions. By completing the MA SEND at the University, you will have the opportunity to think deeply about a range of issues that matter to you in different professional contexts, in turn helping you to develop your expertise in your chosen field. The MA SEND aims to develop in-depth and advanced knowledge informed by current practice, scholarship, and research. This will include a critical awareness and understanding of theory and practice, which will inform and develop effective SEND practice. Building upon prior knowledge and /or experience, learners will explore multiple perspectives on key issues through structured learning, independent study, and research. The programme is suited to a wide variety of contexts; education, social and care, and relevant to practice across different age ranges in SEND. With a strong focus upon creating change, challenging your thinking and understandings, learners will gain skills in analysis of theory and practice. The programme encourages sharing of experience and encourages reflection and contributions.</p> <p>The programme is designed around five modules including a dissertation. The modules will allow you to explore key issues within a range of contexts and develop your own expertise in your areas of professional interest. You will undertake a module about research and then complete a research project focusing on an area of your own choice.</p>	

On completion of the MA, you will have developed your critical understanding of education and related issues, theories and concepts, deepened your knowledge in your chosen areas of focus and enhanced career prospects in the workplace. For this reason, the MA SEND is also perfect for preparing learners wishing to undertake further studies, such as our EdD (Doctor of Education) and PhD (Doctor of Philosophy) programmes.

<b>3</b>	<b>Awarding institution</b>	Lincoln Bishop University		
<b>3a</b>	<b>Programme Length</b>	<b>Full-Time</b> 1 year	<b>Part-Time</b> N/A	
<b>3b</b>	<b>Mode(s) of Study</b>	In-person		
<b>4</b>	<b>Home Academic Programme Portfolio</b>	Education, Health and Lifelong Learning		
<b>5</b>	<b>HECoS/CAH2/ITT/UCAS code(s)</b>	<b>HECoS/CAH2</b> 100459 / CAH22-01-01	<b>ITT</b> N/A	<b>UCAS code generated at QAC stage by Admissions</b>
<b>6</b>	<b>Framework for HE Qualifications position of final award(s)</b>	Masters (Level 7)		
<b>7</b>	<b>Alignment with University Credit Framework</b>	Postgraduate		
<b>8</b>	<b>Compliance with University Assessment Regulations</b>	Academic Regulations Governing Taught Qualifications		
<b>9</b>	<b>Progression routes with Foundation Degree (FdA) or Top-up</b>	N/A		

## Awards

<b>10</b>	<b>Final Award title(s)</b>	MA Special Educational Needs and Disabilities (SEND)
<b>10a</b>	<b>Exit or Fall back Award title(s)</b>	Postgraduate Certificate in Special Educational Needs and Disabilities (SEND) (60 credits)

		Postgraduate Diploma in Special Educational Needs and Disabilities (SEND) (120 credits)
<b>10b</b>	<b>Pathway</b>	N/A
<b>11</b>	<b>(i) Combined Honours Awards available e.g.:</b> <ul style="list-style-type: none"><li>• BSc/BA (Hons) XX</li><li>• BSc/BA (Hons) XX and YY</li></ul>	N/A

## Arrangements with Partners

<b>12</b>	<b>Approved Collaborative partner(s)</b>	Partner Name	Type of Collaborative Partnership
		N/A	N/A
<b>13</b>	<b>Articulation Arrangements with Partners</b>	Partner Name	Details of Arrangements
		N/A	N/A

## Professional, Statutory and Regulatory Bodies

<b>14</b>	<b>PSRB(s) associated with final award of any route within the programme specification</b>	N/A
<b>15</b>	<b>Date and outcome of last PSRB approval/accreditation</b>	N/A
<b>16</b>	<b>Expiry Date of PSRB approval</b>	N/A

## SECTION B - OUTCOMES

17	<b>QAA Benchmark Statement(s)</b>
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The QAA does not provide Benchmark Statements for postgraduate level in SEND. Therefore, Benchmark Statements have been aligned to the [Framework for Higher Education Qualifications \(FHEQ\) of UK Degree-Awarding Bodies](#) that states:

Master's degrees are awarded to learners who have demonstrated:

1. 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
2. a comprehensive understanding of techniques applicable to their own research or advanced scholarship
3. 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
4. conceptual understanding that enables the student:
  - a. to evaluate critically current research and advanced scholarship in the discipline
  - b. to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.

Typically, holders of the qualification will be able to:

1. 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 nonspecialist audiences
2. demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level
3. continue to advance their knowledge and understanding, and to develop new skills to a high level.

And holders will have:

1. the qualities and transferable skills necessary for employment requiring:
  - a. the exercise of initiative and personal responsibility
  - b. decision-making in complex and unpredictable situations
  - c. the independent learning ability required for continuing professional development.

18	<b>Programme Aim</b>
<p>The MA SEND is an exciting and engaging programme designed to support and challenge thinking about education and contemporary education-related issues. Informed by current scholarship, research, and practice, it provides an opportunity for learners to develop transferrable skills and gain advanced knowledge and understanding in a specific area of professional interest, as well as other key aspects of SEND.</p>	
<p>The aim of the MA SEND is to develop postgraduates who can:</p> <ul style="list-style-type: none"> <li>• Demonstrate a detailed and systematic knowledge and understanding of key contemporary SEND issues.</li> <li>• Develop and articulate an in-depth knowledge and understanding of a specialist area in education within the current educational context.</li> <li>• Develop a critical understanding of research and reflection, and the implications for professional practice.</li> <li>• Examine the relationships between theory and practice in education, drawing on relevant literature, published research and professional practice.</li> <li>• Develop a secure conceptual understanding that allows for critical evaluation of a wide range of SEND literature.</li> <li>• Evaluate and critique a range of methodologies and methods used in research and understand the relevant ethical issues.</li> <li>• Plan and undertake independent research using appropriate methodologies and methods and be able to communicate the outcomes of this to specialist and non-specialist audiences.</li> <li>• Apply research findings to elicit new insights for a relevant context and their professional impact.</li> </ul>	
19	<b>Programme Specific Outcomes</b>
<p><b><u>Final Award Learning Outcomes</u></b></p> <p>On successful completion of MA Special Educational Needs and Disabilities (SEND), learners will be able to:</p> <p><b><u>Knowledge and Understanding</u></b></p> <p><b>KU1:</b> Demonstrate a detailed systematic knowledge and understanding of key contemporary issues relating to SEND.</p> <p><b>KU2:</b> Demonstrate a comprehensive and critical understanding of how a range of complex factors inform a wide range of policy and practice and can impact on SEND.</p> <p><b>KU3:</b> Demonstrate a systematic knowledge and understanding of methodologies and research design in contemporary SEND research.</p>	

**KU4:** Demonstrate 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

Subject Specific Skills

**SPS1:** Demonstrate individual development through exploration of professional values and personal responsibilities to enhancing SEND and inclusive practice.

**SPS2:** Demonstrate an ethical commitment to inclusion, diversity, social justice, and protecting and caring for children and/ or adults with SEND.

**SPS3:** Demonstrate sophisticated understanding of the diverse and complex interpretations of SEND and inclusive practice

**SPS4:** Apply own knowledge and understanding of educational research to successfully undertake a research project within a specific educational context.

Intellectual Skills

**IS1:** Demonstrate conceptual understanding that allows for critical evaluation of a wide range of SEND literature.

**IS2:** Demonstrate originality in the articulation of knowledge to deal with complex issues systematically and creatively.

**IS3:** Demonstrate conceptual understanding that allows for critical evaluation of methodologies and methods in SEND research.

**IS4:** Evaluate own research critically and synthesise findings with existing knowledge to propose new hypotheses.

Transferable Skills

**TS1:** Communicate effectively to specialist and non-specialist audiences, both orally and in writing.

**TS2:** Demonstrate the independent learning ability required for continuing professional development.

**TS3:** Demonstrate self-direction, autonomy and originality in planning research.

**TS4:** Make sound judgements and apply the research undertaken to successfully elicit new insights for the relevant context.

**20 | Exit Award Learning Outcomes**

On successful completion of a Postgraduate Certificate in Special Educational Needs, learners will be able to:

Knowledge and Understanding

**KU1:** Demonstrate a detailed systematic knowledge and understanding of key contemporary issues relating to SEND.

**KU2:** Demonstrate a systematic knowledge and understanding of a specialist area within the current SEND context.

Subject Professional Skills

**SPS1:** Demonstrate individual development through exploration of professional values and personal responsibilities to enhancing SEND and inclusive practice.

**SPS2:** Demonstrate an ethical commitment to inclusion, diversity, social justice, and protecting and caring for children and/ or adults with SEND.

**Intellectual Skills**

**IS1:** Demonstrate conceptual understanding that allows for critical evaluation of a wide range of literature.

**IS2:** Demonstrate originality in the articulation of knowledge to deal with complex issues systematically and creatively.

**Transferable Skills**

**TS1:** Communicate effectively to specialist and non-specialist audiences, both orally and in writing.

**TS2:** Demonstrate the independent learning ability required for continuing professional development.

On successful completion of a Postgraduate Diploma in Special Educational Needs and Disabilities (SEND), learners will be able to:

**Knowledge and Understanding**

**KU1:** Demonstrate a detailed systematic knowledge and understanding of key contemporary issues relating to SEND.

**KU2:** Demonstrate a comprehensive and critical understanding of how a range of complex factors inform a wide range of policy and practice and can impact on SEND.

**KU3:** Demonstrate a systematic knowledge and understanding of methodologies and research design in contemporary SEND research.

**Subject Professional Skills**

**SPS1:** Demonstrate individual development through exploration of professional values and personal responsibilities to enhancing SEND and inclusive practice.

**SPS2:** Demonstrate an ethical commitment to inclusion, diversity, social justice, and protecting and caring for children and/ or adults with SEND.

**SPS3:** Demonstrate sophisticated understanding of the diverse and complex interpretations of SEND and inclusive practice.

**Intellectual Skills**

**IS1:** Demonstrate conceptual understanding that allows for critical evaluation of a wide range of literature.

**IS2:** Demonstrate originality in the articulation of knowledge to deal with complex issues systematically and creatively.

**IS3:** Demonstrate conceptual understanding that allows for critical evaluation of methodologies and methods in research.

**Transferable Skills**

**TS1:** Communicate effectively to specialist and non-specialist audiences, both orally and in writing.

**TS2:** Demonstrate the independent learning ability required for continuing professional development.

**TS3:** Demonstrate self-direction, autonomy and originality in planning research.

## SECTION C – STRUCTURE

**21a** Structures, modes of delivery (e.g. FT/PT etc), levels, credits, awards, curriculum map of all modules (identifying core/option status, credits, pre or co-requisites) potential entry/exit points and progression/award requirements

Year 1; Trimester 1	Year 1; Trimester 2	Year 1; Trimester 3
EMC701P_1.0 Vision, Practice and Policy: Shaping the Future 30 credits	SEN708P_1.0 Raising Achievement: Meeting Pastoral & Welfare Needs 30 credits	EMC703P_1.0 Research Project 60 credits
SEN707P_1.0 Understanding Specific Special Educational Needs and Disabilities 30 credits	EMC702P_1.0 Research Skills 30 credits	

**21b** Module Structure

### Level 7

Core Modules				
Code	Status	Module Title	Period (number)	No of credits
EMC701P_1.0	Mandatory	Vision, Practice and Policy: Shaping the Future	1	30
SEN707P_1.0	Mandatory	Understanding Specific Special Educational Needs and Disabilities	1	30
SEN708P_1.0	Mandatory	Raising Achievement: Meeting Pastoral & Welfare needs	2	30
EMC702P_1.0	Mandatory	Research Skills	2	30
EMC703P_1.0	Mandatory	Research Project	3	60

## SECTION D - TEACHING, LEARNING AND ASSESSMENT

22	<b>Curriculum Design</b>
<p>The curriculum of the MA SEND programme is aimed at engaging learners to debate and reflect upon SEND practice and to synthesise their insights with the wider body of research. They will also have opportunities to develop their expertise in specific areas within SEND which are most pertinent to their own interests and aspirations. The programme is designed to develop learners' in-depth knowledge, understanding and skills in relation to current and changing SEND practice. The modules provide learners with opportunities to investigate different social and educational contexts building and demonstrate acquisition of systematic in-depth and advanced knowledge and understanding of key issues related to SEND.</p> <p>As a full-time programme, the MA takes one year to complete. Learners will undertake three trimesters and study two modules in trimester one and two. Once all four modules have been completed, learners' progress to undertake their dissertation. Overall, learners will complete 180 credits.</p> <p><b>The modules</b></p> <p>The suite of modules is specifically designed to cover various aspects of SEND which are relevant to a wide range of settings and sectors. More specifically:</p> <p><b>Vision, Practice and Policy: Shaping the Future</b></p> <p>The module explores key elements of effective practice, guiding learners to engage with contemporary and potential future challenges related to professional contexts. Learners will reflect upon competing ideologies which shape and influence policy visions. By linking theory and practice, learners will develop strategies to address real-world challenges within a range of settings. The reflective nature of the module makes it highly relevant for professionals across various disciplines.</p> <p><b>Understanding Specific Special Educational Needs and Disabilities</b></p> <p>This module advances understanding of how different concepts and categories of learning needs and disabilities are developed, and promotes confidence in finding, critiquing and dissemination of research-based evidence of specific needs.</p> <p><b>Raising Achievement: Meeting Pastoral &amp; Welfare Needs</b></p> <p>This module critically explores values and principles, which underpin learning strategies and services delivered through collaboration to foster emotional, psychological, social and spiritual wellbeing in children and young adults.</p> <p><b>Research Skills</b></p> <p>Explores a range of methodologies and methods frequently used in social science educational research, examining their potential strengths, limitations and the associated ethical considerations. During the module, learners will develop their understanding of research concepts such as reliability,</p>	

validity, trustworthiness, credibility and generalisability. They will also consider how to plan research using a suitable methodological approach, whilst taking into account the ethical issues they may encounter.

### **Research Project**

The module will facilitate learning and teaching in research skills. The module will lead to competence and confidence in what determines personal and professional standards for postgraduate research requirements. The module develops learners as ethical researchers who are able to undertake a suitable research project, develop realistic plans for disseminating their research findings to the wider academic and/or professional community. In addition, learners will be supported to extend and deepen their understanding of the chosen area of investigation and will be able to design and carry out projects that are useful to their professional development and/or interests, and employability.

### Graduate attributes

The MA is designed to help learners develop all six areas of University's Graduate Attributes:

1. **Academic literacies:** Learners are enabled to develop academic literacy through engagement with a range of learning materials and research during the course and in their assignments. Throughout the programme, learners will have the opportunity to critically analyse, evaluate and synthesise academic sources/research findings to inform their own work. Additionally, assessments are designed to support learners in developing their academic competency, e.g. tasks that require learners to apply their critical thinking.
2. **Global citizenship:** Through the taught sessions and learning materials, learners will have the opportunity to examine a range of contemporary issues from an international perspective and hold discussions about how these compare with their own experience. Throughout the course, learners will also consult a range of literature and research from around the world, such as case studies, to inform their module assignments. They will consider how the findings and insights from these sources can be applied in their own context.
3. **Information literacy:** Information literacy will be developed throughout the programme via curriculum design and learners will be required to independently search for academic sources through online platforms. Engagement with the University Library and The Hub will support individuals to develop these skills, and tutors on the programme will help embed the capabilities within each learner to create well-written assignments.
4. **Digital fluency:** Assessments are designed to support learners in developing digital fluency through a range of assignment tasks presented in portfolios, including an academic blog, a multimodal overview and a presentation with visual elements. The teaching team will also model the use of digital technology through session delivery where appropriate to facilitate communication of ideas and practices.
5. **Employability:** Learners are enabled to develop their professional understandings through academic study and professional learning throughout the programme. For example, they will be required to reflect on professional case studies and use current academic research to inform their

thinking. As Graduate Attributes are embedded into all modules, it is also anticipated that learners will further enhance their employability skills.

6. **Being enterprising:** This course puts a strong emphasis on helping learners to address practical issues within their own learning, leading to professional development. This means learners will have the opportunity to develop problem-solving skills through directed independent learning. Throughout the programme, learners will be challenged to put forward proposals and reflect on their own experience, in turn develop their entrepreneurial competency.

<b>23</b>	<b>Learning and Teaching Strategies</b>
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Learning and teaching on the programme will be through a combination of approaches designed to promote engagement and independent learning. Approaches used to promote:

**Knowledge and understanding will include:**

- Lectures, some of which will be interactive, using audio and video for contextualisation of topics and problem-based learning exercises, to encourage student engagement. Guest/visiting tutors from across the university, from other HEIs (international) and from local and national statutory, private, and voluntary organisations will add to the learning experience.
- Seminars, some of which will be tutor led and some of which will be student led, will be designed around enquiry-based learning, to encourage active participation. Learners will be given the opportunity to discuss their experiences, findings, and ideas with their peers or to take part in-group presentations. Through active participation, learners are encouraged to challenge ideas and evaluate their own knowledge and understanding.
- Group work sessions which will be used to critically review research, policy and provision exploring challenges and issues across SEND, searching for meaningful interpretations which can inform individual learning and practices.
- Tutorials: learners will be offered the opportunity within each module to discuss ideas and demonstrate progress and engagement with the taught elements.

**Subject specific skills:**

The programme will facilitate opportunities for learners to acquire subject specific skills through analysing knowledge and understanding of different SEND contexts. Learners will also be able to apply subject specific skills acquired across different modules through research activities and/or through their own professional practice where relevant. Use will be made of the Virtual Learning Environment (VLE) to support research and exploration of developing knowledge and understanding in relation to SEND.

**Intellectual Skills:**

Learners will apply critical enquiry and creativity in the application of knowledge and independent judgment across the programme. Learners will be provided with opportunities to acquire, analyse, evaluate, and synthesise information through research and independent study and relate these to SEND practice, where appropriate VLE resources will be applied to support intellectual skill development. They will achieve the required levels of intellectual skills through rigorous and varied assessment practices across the modules.

**Transferable Skills:**

Experiential, self-directed teaching and learning strategies will enable learners to develop personal, professional, and transferable skills. Learners will be encouraged to show insight and originality, demonstrate critical and reflective abilities, and apply these to problem-based approaches, practice issues and case studies. Learners will have resources, including indicative texts and supplementary reading available through Blackboard (VLE) for all modules. They will be encouraged to make use of the library resources either on campus or electronically. They will also be able to access the range of support services available through student support and the Hub. Independent and peer-supported strategies and research are encouraged at all stages of the programme.

**24 Assessment Strategies**

The MA SEND provides a mixture of assessment methods, offering learners a variety of ways to demonstrate their skills, knowledge and understanding. Each assignment is designed as either a portfolio or two related tasks, allowing learners to demonstrate how they have met the learning outcomes. All assessments offer learners opportunities, to develop skills relating to academic study.

An example of an assessment within the programme e.g. Vision, Policy and Practice: shaping the future, is a portfolio comprised of three tasks: an analysis of language used to shape policy; critical discussion of policy content and ideology; and a discussion on the implications for future implementation of a policy.

For 'Research Skills' learners will write an evaluation of research methods related to their area of interest followed by a presentation proposing a research project idea that they may wish to develop in their 3<sup>rd</sup> Trimester in the form of a dissertation. All presentations are followed by a real-time Q&A and learners are required to make all their module tasks directly relevant to professional contexts that are of interest to them. All the assignment tasks and descriptions can be found in the assignment briefs provided.

This programme offers learners opportunities where their 'work-in-progress' for each portfolio can be discussed with their tutor formatively and receive developmental feedback which will enable them to further develop their work (see Section 23).

Module Code	Module Description	Credits	Year	Assessment and learning methods		
				Exam/Written	Practical	Coursework
				%	%	%
EMC701P_1.0	Vision, Practice and Policy: Shaping the Future	30	1	-	-	100
SEN707P_1.0	Understanding Specific Special Educational Needs and Disabilities	30	1	-	50	50
SEN708P_1.0	Raising Achievement: Meeting Pastoral & Welfare Needs	30	1	-	-	100
EMC702P_1.0	Research Skills	30	1	-	30	70
EMC703P_1.0	Research Project	60	1	-	-	100

### Indicative Assessment Strategy

Module Code	Module Title	Credits	Indicative Assessment Type and weighting	Indicative Submission	Indicative Assessment Date
EMC701P_1.0	Vision, Practice and Policy: Shaping the Future	30	Portfolio 100%	6,000 words	January
SEN707P_1.0	Understanding Specific Special Educational Needs and Disabilities	30	Practical 50%	15 minutes	January
			Coursework 50%	3,000 words	
SEN708P_1.0	Raising Achievement: Meeting Pastoral & Welfare Needs	30	Coursework 100%	6,000 words	May
EMC702P_1.0	Research Skills	30	Practical 300%	Presentation 10 minutes	March
			Coursework (Portfolio) 70%	Coursework 4,200 words	May
EMC703P_1.0	Research Project	60	Coursework 100%	12,000 words	August

<b>25</b>	<b>Inclusive Practice and Personal Development Planning</b>
<p>The University is committed to widening access and participation and adheres to a policy of non-discrimination. Learners will be supported throughout their programme and given full access to the range of services offered by the Hub, Student Advice, Learners' Union and Library Services. The MA SEND programme adheres to the University's Equality and Diversity Policy, in order to recognise and benefit from enhanced opportunities for learning that emerge from a diverse cohort of learners. Therefore, an inclusive strategy is adopted throughout all stages of the programme.</p> <p>The curriculum of the MA has been specifically designed to support learners in the enhancement of their career prospects, e.g. through the embedding of Graduate Attributes opportunities throughout the programme. Learners will be encouraged to access the wider services of The Hub for professional career advice and opportunities. Furthermore, all learners will be assigned a personal tutor when they begin the MA, who will be a member of the MA SEND delivery team (module leaders). With support from their personal tutor, all learners will be guided to develop their Personal Development Plan (PDP).</p>	
<b>26</b>	<b>Technology Enhanced Learning</b>
<p>The MA SEND will make use of the VLE to support learners during their studies. Module leaders will be responsible for keeping these areas up-to-date and offering a range of multimodal resources to support learners' independent learning, which will include some asynchronous, but interactive learning activities, such as blog and diary entry posting. The aim of these activities is to drive learning outside of the in-person taught sessions whilst offering learners significant flexibility. All learners will be invited to attend two tutorials per module, and both of these can be attended virtually (subject to tutor availability).</p> <p>Module materials will be made available on the VLE for every module and will include a 'Frequently Asked Questions' section, so that learners can easily locate key information while further developing their independence during their study. Moreover, learners will be provided with an induction to the VLE and the Library as they commence the programme. Included within the Library systems are access to journals and other specific subject-related learning resources. A reading list will be provided for every module.</p>	
<b>27</b>	<b>Work-related Learning</b>
<p>Learners are encouraged where relevant, and feasible, to seek some practice-based time (paid or voluntary) within an appropriate SEND setting for the duration of the course. In order to link theory and practice, learners will consider how the topics they study are reflected in their professional experience. Whilst not a requirement, there will be opportunities for learners to reflect on any relevant experience through discussions within the taught sessions. If a learner's workplace or professional setting requires a Disclosure and Barring Service (DBS) check, the learner will be responsible for covering this cost. As part of the dissertation module learners can undertake empirical</p>	

research in the workplace. If this is the case, learners will still be expected to maintain ethical requirements in terms of gatekeeper access and informed consent.

## **28 | Employability**

The programme reflects consultation with key stakeholders. The suite of modules available on the MA programme offers learners opportunities to develop their knowledge and understanding in contemporary issues pertinent to SEND. These include reflective and research-informed practice, implementation of digital innovations and a learner-centred approach to support learners.

In addition to having regular access to the support and guidance made available by The Hub (see Section 22), learners also have opportunities to develop skills across all six areas of the University's Graduate Attributes, in turn enhancing their employability.

## SECTION E - PROGRAMME MANAGEMENT

<b>29</b>	<b>Programme Specific Admission Requirements</b>
<p>The entry requirement for MA SEND is normally a good first degree or equivalent (2:2 or above) in a relevant discipline. However, it is recognised that many interested in this area may not have studied a first degree in SEND. Similarly, many learners who did not achieve a 2:2 or above in their first degree may have demonstrated the capacity to successfully work at postgraduate level in other ways. Therefore, admission into the MA SEND will be made on a case-by-case basis.</p> <p>English language requirements are IELTS 6.5 with a minimum of 6 in each component.</p> <p>Some learners may be eligible to apply for Accreditation of Prior Learning (APL) in accordance with the <i>Code of Practice for Accreditation of Prior Learning</i>.</p>	
<b>30</b>	<b>Programme Specific Management Arrangements</b>
<p>The programme is managed through the Faculty, led by the Programme Leader for the MA SEND, reporting to the relevant Head of Programmes and supported by the staff of the Faculty Administration Office. Module leaders are responsible for the planning, delivery and assessment of each module, in partnership with the Programme Leader.</p> <p>The programme will be taught by academic staff from within the faculty who are qualified to master's level and above. Visiting tutors and speakers may also contribute to modules for currency and specialist content. An additional level of oversight and line-management is provided by the Executive Dean of Faculty. The quality of the programme is overseen by the Academic Enhancement Committee, which institutionally reports to the University's Senate.</p> <p>Yearly reviews of programme quality and delivery are conducted by Programme Leaders (Annual Monitoring Reports) which are informed by module evaluations, learner and staff feedback, External Examiners' comments and the University Learning and Teaching strategy. Targets for year-on-year development are set and effected to enhance programme delivery.</p>	
<b>31</b>	<b>Staff Responsibilities</b>
<p>Programme Leader: leadership of the programme, its management and planning, monitoring and evaluation, and ensuring academic/quality standards.</p> <p>Module leaders: planning, administration, delivery, marking and moderation at module level. Module leaders will act as academic and personal tutors to learners on the programme.</p> <p>Dissertation supervisors: supervision and marking of individual learners' MA dissertations according to expertise.</p>	

<b>32</b>	<b>Programme Specific Academic Student Support</b>
<p>For learners who enrol onto the MA SEND, it may have been a significant period of time since they previously engaged in academic study. For this reason, learners are made aware of the support offered by The Hub from the outset and encouraged to submit the allowed proportion of their assignments (as drafts) to their module tutor for formative feedback. Given the different types of assessment learners will complete and the blended nature of the MA, learners will be regularly signposted to the guidance and support offered by Digital Learning as well.</p> <p>All new learners are required to attend an induction event at the beginning of the academic year and provided with information about academic integrity as well as other important regulations.</p>	
<b>33</b>	<b>Programme Specific Student Evaluation</b>
<p>The Programme complies with current institutional evaluation policies.</p> <p><u>Programme Specific Evaluation</u></p> <p>Learners will be offered the opportunity to undertake module evaluations to provide module-specific feedback to the programme team.</p> <p>Learners will elect representatives who will meet with the Programme Leader via the Students' Union Representative Feedback System (RFS) at the end of each trimester to provide wider programme-level feedback.</p> <p>Both module and RFS feedback will be used to enhance the programme and ensure that student voice is heard and used to provide a positive student experience.</p>	

## SECTION F – OUTCOMES MAP

MAP I

Module Name	K&U1	K&U2	K&U3	K&U4	SPS1	SPS2	SPS3	SPS4	IS1	IS2	IS3	IS4	TS1	TS2	TS3	TS4
Vision, Practice and Policy: Shaping the Future																
Understanding Specific Special Educational Needs and Disabilities																
Raising Achievement: Meeting Pastoral & Welfare Needs																
Research Skills																
Research Project																

## SECTION G

### MAP 2

#### Graduate Attribute Mapping

*Please indicate (with a X) which of the Graduate Attributes that you have considered and where they are considered within the course.*

Attribute	Programme Learning Outcomes															
	KU1	KU2	KU3	KU4	SPS1	SPS2	SPS3	SPS4	IS1	IS2	IS3	IS4	TS1	TS2	TS3	TS4
Academic Literacies	X	X	X	X	X	X	X	X	X	X	X	X	X			X
Global Citizenship	X	X			X	X			X							
Information Literacy	X	X	X	X	X	X	X	X	X	X	X	X	X			X
Digital Fluency								X	X				X	X		
Employability	X	X			X	X		X	X	X			X	X	X	X
Being Enterprising		X				X	X	X		X		X		X	X	X

#### Graduate Attributes

- GA1. [Academic Literacies](#) This covers the range of academic skills that you develop through undertaking university-level study.
- GA2. [Global Citizenship](#) This is about understanding the global context in which you live, study and work
- GA3. [Information Literacy](#) This is about being about to search for, locate, utilise and manage information effectively and ethically
- GA4. [Digital Fluency](#) These are the skills and practices of using digital technology effectively for learning, working and participating in society
- GA5. [Employability](#) This is all about how best to support you in developing the knowledge, skills, behaviours and attitudes which will enable you to be successful in work and life
- GA6. [Being Enterprising](#) This can be defined as a set of behaviours, attitudes and skills which allow both individuals and groups to create positive change through creativity and innovation

## SECTION H

### MAP 3

#### Approved Modifications to Programme Specification since Approval/Last Review

*The following log provides a cumulative of minor and major modifications made to the Programme Specification since its approval/last review.*

QASA Reference	Brief Outline of Light/Minor Modification/ Major Modification <i>(Light/Minor - include level &amp; title of modules &amp; a brief description of modification) (Major - include details of change such as new routes, pathways etc)</i>	Date of QASA Approval (or event)	Approval effective from:	Details of cohort of learners who will be affected by the modification <i>(e.g. learners entering Level 5 from September 2016 onward)</i>

# SECTION I

## MAP 4

### Mapping of PSRB requirements against the Programme

*The following should be used as a guide to identify and specify all PSRB requirements that have to be met in order to qualify a learner against the PSRB.*

	PSRB Name/Standard:						
	PSRB Requirement <i>Please details requirement of PSRB here</i>						
Met?							
Modules Identified in:							
Evidence of Requirement met							
Location of PSRB Approval Document							