

## Liverpool John Moores University

Title: THE ROLE OF THE SENCO  
Status: Definitive  
Code: **7401AEPSN** (104161)  
Version Start Date: 01-08-2019

Owning School/Faculty: Education  
Teaching School/Faculty: Education

Team	Leader
Christopher O'Brien	Y

**Academic Level:** FHEQ7      **Credit Value:** 20      **Total Delivered Hours:** 26  
**Total Learning Hours:** 200      **Private Study:** 174

### Delivery Options

Course typically offered: Standard Year Long

Component	Contact Hours
Lecture	25
Tutorial	1

**Grading Basis:** 40 %

### Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Essay	AS1	This module will be assessed by a reflective practice which will involve application of theory to practice. It will be equivalent to 4,000 words.	100	

### Aims

*Expand their knowledge and understanding of the role of the SENCO through learning based on engagement with current educational theory, research, policy and practice.*

*Develop critical professional practice through analysis of, and reflection on, and engagement with this knowledge and understanding in their professional setting.*

*Develop professionally and personally through engagement with the module.*

## **Learning Outcomes**

After completing the module the student should be able to:

- 1 Identify their own professional development needs, and plan , work towards, monitor and review personal learning goals.
- 2 Provide evidence of the capacity to critically examine and reflect on their own professional practice.
- 3 Display knowledge and critical understanding of key theoretical frameworks and concepts associated with the role of the SENCO in educational organisations.
- 4 Adopt a critical practitioner enquiry approach to their professional practice.
- 5 Analyse and critically reflect on and synthesise research findings and other evidence to inform their practice as a SENCO.
- 6 Reflect on and evaluate the impact of their learning on their professional practice.

## **Learning Outcomes of Assessments**

The assessment item list is assessed via the learning outcomes listed:

CW	1	2	3	4	5	6
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## **Outline Syllabus**

*Key concepts and theoretical frameworks associated with the role of the SENCO*

*Context of the role: institutional, local, nation and international*

*Understanding of assessment for examination purposes.*

*Differentiation: materials, resources and broadening the accessibility and range of the curriculum and applying for examination adjustments.*

*Roles and responsibilities of practitioners in planning and supporting learning.*

*Whole school/institute approaches to the organisation of learning groups and support systems.*

*Learning policy and provision; auditing current provision.*

*Managing resources: time, space, people, finance, materials.*

*Practitioner enquiry approaches.*

## **Learning Activities**

Learning activities will include tutor input, group discussions and activities, learning conversations, use of ICT such as Blackboard and other resources, action learning sets, action research/work related enquiries as appropriate, workshops, presentations, practical tasks, individual tutorials, directed readings and focused work-based practice, as appropriate.

## **Notes**

This module provides a grounding in theory, research and practice for educational professionals with an interest in developing their capabilities as SENCOs, their understanding of policy contexts, and their ability to contribute to improve educational outcomes and organisational effectiveness.