

PROGRAMME SPECIFICATION

for the award of

**PG Cert: Understanding and Managing SEMH Difficulties (SEBDA Year 1)-
PGC-SEY**

Managed by the Faculty of Humanities and Social Sciences

Delivered by the School of Education in partnership with SEBDA

Date approved:	
Applies to students commencing study in:	September 2019

RECORD OF UPDATES

Date amended*	Nature of amendment**	Reason for amendment**
September 2018	Insert Brookes course code Update the Programme team	Brookes course code was missing from the document submitted at validation in 2017 Changes in the position of Liaison Manager
Sept 2019	Banner codes Staff changes	Changes in the position of Liaison Manager Appointment of SEBDA Programme Manager New programme code in Banner

SECTION 1: GENERAL INFORMATION

Awarding body:	Oxford Brookes University
Teaching institution and location:	Oxford Brookes University School of Education Harcourt Hill Oxford OX2 9AT
Language of study:	English
Final award:	Post Graduate Certificate
Programme title:	Understanding and Managing Social Emotional and Mental Health Difficulties
Interim exit awards and award titles available:	N/A
Brookes course code:	SB50 PGC-SEY
UCAS code:	N/A
JACS code:	X300
HECoS code:	See guidance note G2.2, section 1
Mode of delivery:	Distance learning (part-time) with one residential induction event and one on-campus study day.
Mode/s and duration of study:	12 months
QAA subject benchmark statement/s which apply to the programme:	Education Studies
Professional accreditation attached to the programme:	N/A
University Regulations:	The programme conforms to the University Regulations for the year of entry as published/archived at: http://www.brookes.ac.uk/regulations/

SECTION 2: WHY STUDY THIS PROGRAMME?

Social, emotional and mental health (SEMH) difficulties in schools are currently in sharp focus at both local and national levels. SEBDA is a national organisation with a long history of promoting the emotional well-being of children and young people through training the professionals who work with them. Drawing on the unique history of SEBDA in this area, the SEBDA-Brookes PG Certs in SEMH offer students a distance learning route to Masters Level study in social, emotional and mental health difficulties.

2.1 THE PROGRAMME TEAM

Roger Dalrymple (DPhil, Oxon)	Programme Leader, Oxford Brookes University	rdalrymple@brookes.ac.uk
Claire Wirth	Liaison Manager, Oxford Brookes University	cwirth@brookes.ac.uk

Marguerite Watt (M.Ed.)	SEBDA Programme Manager - SEBDA	mwatt@brookes.ac.uk
David Colley (Ph.D)	Course Adviser, Oxford Brookes University	dcolley@brookes.ac.uk
Rob Long (ED.D)	Course Tutor - SEBDA	roblong@brookes.ac.uk
Paul Evans (M. Ed.)	Course Tutor - SEBDA	p.evans@brookes.ac.uk
Sue Salisbury (M. A.)	Course Tutor - SEBDA	ssalisbury@brookes.ac.uk
Juliet Taylor (M.A.)	Course Tutor - SEBDA	julietyaylor@brookes.ac.uk
Amanda Barrie (M.A.)	Course Tutor - SEBDA	abarrie@brookes.ac.uk

SECTION 3: PROGRAMME LEARNING OUTCOMES

On successful completion of the programme, graduates will demonstrate the following outcomes aligned to Brookes Postgraduate Attributes:

3.1 ACADEMIC LITERACY

- The ability to analyse the theoretical underpinnings of historical and contemporary definitions and understandings of SEMH/ SEND in education, childhood and adolescence
- To critically identify, analyse and evaluate subject specific and multidisciplinary literatures;
- To locate and explain their own practice and scholarship through specific theoretical frameworks;
- To recognise, analyse and critique policy at a range of levels.

3.2 RESEARCH LITERACY

- To develop theoretical skills to evaluate research outputs and methodologies in the field of SEMH/ SEND/ education / childhood and adolescence
- To apply knowledge of research findings to enhance professional practice and improve outcomes for children and young people with SEMH difficulties.

3.3 CRITICAL SELF-AWARENESS AND PERSONAL LITERACY

- To increase capability for critical appraisal in terms of the available evidence;
- To develop autonomy in tackling and solving problems and enhance effective decision making in complex and unpredictable situations;
- To recognise and mediate individual learning and working styles;
- To evaluate their own performance using formal and informal approaches, making appropriate use of feedback from peers and tutors

3.4 DIGITAL AND INFORMATION LITERACY

- To develop confidence in using web based communication systems for broadening learning;
- To develop competence in judging the quality of information from a range of digital data bases and archives;
- To present material clearly and engagingly using a range of digital media.

3.5 ACTIVE CITIZENSHIP

- To explore, debate and evaluate current and potential social, cultural and educational issues around SEMH;
- To promote the understanding and tolerance of mental health issues in schools, in society and in wider international settings.

SECTION 4: CURRICULUM CONTENT & STRUCTURE

4.1 PROGRAMME STRUCTURE AND REQUIREMENTS:

Code	Module Title	Credits	Level	Status	Coursework: Exam ratio
SB50 UND	Understanding Social Emotional Mental Health Difficulties	20	7	Compulsory	100% coursework
SB50 MAN	Managing Social Emotional Mental Health Difficulties	20	7	Compulsory	100% coursework
SB50 NEU	Neuroscience and Social Emotional Mental Health Difficulties	20	7	Compulsory	100% coursework

4.2 PROGRESSION AND AWARD REQUIREMENTS

All modules are compulsory and must be passed for the award of PG Certificate.

4.3 PROFESSIONAL REQUIREMENTS

Students must be working in a relevant setting where they will be working with children and/or young people with SEMH difficulties as part of their practice (see further below – entry requirements)

SECTION 5: TEACHING AND ASSESSMENT

The programme is delivered predominantly online but an autumn residential (two days on-campus) and a spring study day (one day on-campus) are also offered to enhance cohort collaboration, networking and learning. Students are entitled to access the entirety of the course by distance learning should they wish and can expect an equivalent level of support whether they are attending in person or by distance learning as follows:

On-campus	Distance learning
Lectures by guest speakers	Lectures will be streamed live and will also be recorded. Students watching the live stream will be

	able to contribute questions and comments using the chat function.
Group discussions	Students will be able to participate synchronously and asynchronously via chat and online discussion boards
Tutorials	Students will be offered Skype/online tutorials
Note: Section 6 below thus groups all forms of tutor-facilitated content together as 'sessions'	

The central learning platform is the Moodle Virtual Learning Environment where collaborative learning activities will be presented to the students offering opportunities for synchronous and asynchronous study.

Each module will comprise three learning units; each unit is in two parts which will last for a fortnight. Each learning unit involves a practical activity; a focus on theory; a forum activity and a final reviewing and reflection journal.

Within the context of these learning units students will undertake guided learning and independent study.

The central learning platform is the Moodle Virtual Learning Environment where collaborative learning activities will be presented to the students offering opportunities for synchronous and asynchronous study. The learning and teaching strategy for the course places a high priority on developing sustained online collaboration between students while nurturing the capacity for reflective practice in each student. Accordingly, module design includes a strong focus on these learning intentions and bespoke assessment grids are shared with students and are applied to assessment of tasks in these domains (please see module descriptors and student handbooks).

Each module will comprise three learning units; each unit is in two parts which will last for a fortnight. Each learning unit follows a uniform structure of specifying learning outcomes; a practical activity; a focus on theory; a forum activity and a final reviewing and reflection journal. The SEBDA tutors will support students in engaging with each of these activities and will ensure that each element of the learning and teaching strategy is managed for maximum engagement, timely student completion, and extensive provision of tutor feedback. Tutorial support will supplement the collaborative activities and develop student confidence in expression of academic perspectives and evaluative stances on the topics studied.

Within the context of these learning units students will undertake guided learning and independent study. The distribution of learning hours in each module is as follows:

Scheduled learning and teaching activities	Contact hours
Tutor-facilitated sessions	24
Guided independent study	Learning hours
Directed/independent study	88
Preparation for assessments	88
Placement/Study Abroad	N/A

	TOTAL:
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200 hours

The assessment strategy is closely aligned to the Brookes Assessment Compact in terms of maximising opportunities for formative and guidance by such means as the practical activity, the forum activity and the concluding reflection and review: these three modes of learning activity enable peer, tutor and self-assessment of learning and development on the programme.

The assessment regime emphasises coursework as the most appropriate mode of assessment for sustained enquiry and reflection in the field of SEMH. Coursework assignments enable students to develop areas of interest and focus and to elaborate on case studies and experiences acquired in their practice as education professionals in the SEN and SEBD fields. It also enables students to share, refine and develop their thoughts in the online discussion threads that are regarded as a key forum for collaboration and interaction on the course.

SECTION 6: ADMISSION TO THE PROGRAMME

6.1 ENTRY REQUIREMENTS

Students must hold a degree qualification at 2.2 or above and must be must be working in a relevant setting where they will be working with children and/or young people with SEMH difficulties as part of their practice.

6.2 DBS AND OTHER PRE-COURSE CHECKS REQUIRED

Students will require a current DBS.

SECTION 7: PREPARATION FOR EMPLOYMENT

N/A – students are typically work-based professionals who are already employed in relevant SEMH settings.