

## PROGRAMME SPECIFICATION

for the award of

**PG Cert: Advanced Study in SEMH Difficulties (SEBDA Year 2) – PGC- SEZ**

**Managed by the Faculty of Humanities and Social Sciences**

**Delivered by the School of Education in partnership with SEBDA**

<b>Date approved:</b>	
<b>Applies to students commencing study in:</b>	September 2019

## RECORD OF UPDATES

<b>Date amended*</b>	<b>Nature of amendment**</b>	<b>Reason for amendment**</b>
<b>September 2018</b>	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
<b>Sept 2019</b>	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

<b>Awarding body:</b>	Oxford Brookes University
<b>Teaching institution and location:</b>	Oxford Brookes University School of Education Harcourt Hill Oxford OX2 9AT
<b>Language of study:</b>	English
<b>Final award:</b>	Post Graduate Certificate
<b>Programme title:</b>	Advanced Study in Social Emotional and Mental Health Difficulties
<b>Interim exit awards and award titles available:</b>	N/A
<b>Brookes course code:</b>	SB51 PGC-SEZ
<b>UCAS code:</b>	N/A
<b>JACS code:</b>	X300
<b>HECoS code:</b>	See guidance note G2.2, section 1
<b>Mode of delivery:</b>	Distance learning (part-time) with one residential induction event and one on-campus study day.
<b>Mode/s and duration of study:</b>	12 months
<b>QAA subject benchmark statement/s which apply to the programme:</b>	Education Studies
<b>Professional accreditation attached to the programme:</b>	N/A
<b>University Regulations:</b>	The programme conforms to the University Regulations for the year of entry as published/archived at: <a href="http://www.brookes.ac.uk/regulations/">http://www.brookes.ac.uk/regulations/</a>

## SECTION 2: WHY STUDY THIS PROGRAMME?

The UK government's recent interest in mental health issues among children and young people in schools is to be welcomed because it marks a genuine step forward in the long standing quest for an education system which focuses upon educating the whole person. This said, the scale of the challenge posed by this belated awakening is daunting. Evidence from a range of sources suggests that at least 10% of children and young people aged 5-16 years have a diagnosable mental health problem (Children's Society 2008; Mental Health Foundation 2015; Young Minds 2017) while one in fifteen children may be actively self-harming (AYPH 2013). The communication of an underlying social, emotional or mental health difficulty – through persistent, disruptive behaviour in the classroom – remains the most common reason for permanent and fixed term exclusions from school (DfE 2016). Training in the area of SEMH will therefore be in demand as pressures around SEMH grow - and the SEBDA-Brookes PG Certs in SEMH offer students a distance learning route to Masters Level study in this important area.

## 2.1 THE PROGRAMME TEAM

<b>Roger Dalrymple (DPhil, Oxon)</b>	Programme Leader, Oxford Brookes University	rdalrymple@brookes.ac.uk
<b>Claire Wirth</b>	Liaison Manager, Oxford Brookes University	cwirth@brookes.ac.uk
<b>Marguerite Watt (M.Ed.)</b>	SEBDA Programme Manager - SEBDA	mwatt@brookes.ac.uk
<b>David Colley (Ph.D)</b>	Course Adviser, Oxford Brookes University	dcolley@brookes.ac.uk
<b>Amanda Barrie (M.A.)</b>	Course Tutor - SEBDA	abarrie@brookes.ac.uk
<b>Rob Long (ED.D)</b>	Course Tutor - SEBDA	roblong@brookes.ac.uk
<b>Paul Evans (M. Ed.)</b>	Course Tutor - SEBDA	p.evans@brookes.ac.uk
<b>Sue Salisbury (M. A.)</b>	Course Tutor - SEBDA	ssalisbury@brookes.ac.uk
<b>Juliet Taylor (M.A.)</b>	Course Tutor - SEBDA	julietaylor@brookes.ac.uk

## SECTION 3: PROGRAMME LEARNING OUTCOMES

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

### 3.1 ACADEMIC LITERACY

- The ability to analyse and critically reflect upon 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 a range of theoretical frameworks;
- To recognise, analyse and critique policy at three levels: local (the individual class or organisation), national and global.

### 3.2 RESEARCH LITERACY

- To develop theoretical, methodological and analytical 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.

### 3.3 CRITICAL SELF-AWARENESS AND PERSONAL LITERACY

- To increase capability for critical appraisal, for example in the identification of assumptions and implicit values in propositions and in the evaluation of those propositions in terms of the available evidence;

- To develop self-direction and originality in tackling and solving problems and enhance effective decision making in complex and unpredictable situations;
- To increase effectiveness in performance within a team environment and be able to recognise and mediate individual learning and working styles;
- To evaluate their own performance and personal learning strategies 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 and accessing and sharing knowledge and understanding;
- To develop competence in accessing and judging the quality of information, from a range of digital data bases and archives;
- To demonstrate knowledge of digital tools to enhance research and evaluation strategies and analyse and present data;
- To present material clearly and engagingly using a range of digital media.
- To engage in Adobe Connect webinars

### **3.5 ACTIVE CITIZENSHIP**

- To explore, debate and evaluate current and potential social, cultural and educational issues around SEMH, drawing on international findings ;
- 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:**

<b>Code</b>	<b>Module Title</b>	<b>Credits</b>	<b>Level</b>	<b>Status</b>	<b>Coursework: Exam ratio</b>
SB51 COM	Complex Social Emotional and Mental Health Difficulties	20	7	Compulsory	100% coursework
SB51 RES	Research Methods and SEMH	20	7	Compulsory	100% coursework
SB51 ADV	Advanced Intervention Social Emotional and 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:

<b>Scheduled learning and teaching activities</b>	<b>Contact hours</b>
Tutor-facilitated sessions	24
<b>Guided independent study</b>	<b>Learning hours</b>
Directed/independent study	88
Preparation for assessments	88
<b>Placement/Study Abroad</b>	N/A
<b>TOTAL:</b>	<b>200 hours</b>

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 with SEMH difficulties as part of their practice.

While the course is available as a standalone PG Cert, applicants will be made aware that it forms 'Year Two' of a coherent three-year programme (where SEBDA delivers Year One and Year Two, and Brookes delivers Year Three) and that it contains the research methods module that is the pre-requisite of a postgraduate diploma.

Thus, unless applicants hold a PG Cert in Special Educational Needs Coordination or equivalent, they will be advised to enrol on the Postgraduate Certificate in Understanding and Managing Social Emotional and Mental Health Difficulties in the first instance.

### **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.