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Institute of Education
University of London

**Master of Teaching
MTeach (SEN)
Developing
Professional
Enquiry Skills
(SEND)
SPECIAL
PROGRAMME
Module Handbook
2014 - 2015**

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Please contact the Disabilities and Wellbeing Support Team for assistance

Telephone: 020 7612 6641
Email: disabilityadmin@ioe.ac.uk

Developing Professional Enquiry Skills – Special Educational Needs and Disabilities (Special Programme) Module Handbook 2014-2015

Institute of Education

The Institute of Education, University of London has more than 4,000 postgraduate students and 800 staff. It is the largest postgraduate centre for the study of education in the United Kingdom. It is a centre of national and international excellence in research. The Institute of Education's mission is to pursue excellence in education and related areas.

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Caroline Daly and Gill Brackenbury are the Co-Programme Leaders for the overall MTeach (SEN) Programme.

About the Master of Teaching (Special Educational Needs) (MTeach (SEN))

The programme supports students to identify, analyse and critically evaluate ideas relevant to their own professional practice concerning the learning of pupils with Special Educational Needs. Participants develop critical understanding of research and policy which informs professional development, and develop their practice based on this within a Special Needs context. This may be in a special school or mainstream setting. They analyse, select and critically evaluate strategies used to support the needs of learners in their classrooms. The learning approach focuses on issues which the participants identify within their professional contexts which can be addressed by professional enquiry. Thus, the modules of the programme aim to support participants' practice based on deepening understanding of their own teaching contexts and the pupils they work with. They develop understanding of the process of teacher enquiry, rooted in enhancing the learning of pupils. This includes becoming familiar with published research and policy and evaluating it appropriately. Participants develop their skills in communicating their ideas and practice to both practitioner and academic audiences, showing how their enquiry has impacted on the pupils they teach and in the wider school context.

The MTeach (SEN) provides a coherent, developmental pathway to attaining a master's award based in practice. Modules aim to develop two forms of core professional knowledge to support this:

- i. knowledge about teachers' professional enquiry and the development of informed, critical understanding of research and policy which can contribute to teachers carrying out their own enquiries in SEN contexts;
- ii. knowledge in the specialist field of Special Educational Needs.

Aims and Objectives of the MTeach (SEN)

The broad goal of the MTeach (SEN) is to enable teachers, Teaching Assistants and other practitioners, new and experienced alike, to develop and evaluate their knowledge and practice in the field of teaching pupils with SEN. This includes the use of theoretical frameworks and alternative perspectives drawn from a wide academic community and specific teaching contexts. Ultimately, the desired outcome of the programme is that participants will feel, and be able to demonstrate, that they are improved teachers. They will be cautious and reflective about such judgements.

The programme rests on the fundamental understanding that developing practice means bringing critical awareness to what they teach, how they teach and their evaluation of the qualities of what they do. Reflective professionals do this, providing themselves with the basis for informed, thoughtful practice.

At the end of the programme, MTeach (SEN) participants should expect to be able to:

- engage critically with new developments in teaching and policy related to SEN;
- describe, analyse and reflect on their role in the process of education for pupils with SEN;
- develop and refine their communication skills through a range of forms of discussion and different forms of writing;
- advance their professional skills in relation to their teaching of pupils with SEN;
- reflect on personal and professional targets and respond positively to change;
- acquire the knowledge, understanding and aptitudes for successful initiation of change;
- discover intellectual challenge, stimulation and enjoyment in the context of their professional learning.

Introducing the Developing Professional Enquiry Skills – SEND Module

DPES-SEND focuses on your experience of working with children in your school, and gives you carefully structured opportunities to reflect on that experience with an emphasis on inclusion and working effectively with children with SEND. It builds on your experience in Year 1 with carefully developed face to face and online materials designed to strengthen your understanding of inclusive pedagogy and of particular areas of SEND. It is also designed to fit within the busy demands that you have as an NQT, with most face to face sessions running as twilights... The assessment for the programme is by a critical analysis of a research article and a presentation. This leads to the award of 30 master's level credits.

Overall Principles

The curriculum for DPES-SEND is based on an inclusive pedagogy approach, focused on looking at the learning needs of all students, identifying strengths and barriers to learning, and personalizing learning to meet needs and ensure that students achieve their potential. At the same time the programme recognizes that having specialist knowledge about child development and best practice approaches to working with children with particular diagnostic conditions can lead to more effective inclusive practice.

The programme also recognises the crucial role of schools in the development of teachers in their NQT year. In particular, the involvement of induction mentors and other staff involved in supporting NQTs in local school settings will be sought through the informal but nevertheless potentially significant role of a school mentor in the DPES module.

In addition, the programme is founded on a recognition that for teachers to develop as professionals, particularly in relation to working effectively with children with SEND, they need to develop the facility to critically reflect on their practice and to be able to effectively integrate expert and theoretical knowledge with tacit and experiential knowledge gained from experience in the classroom. As such, DPES-SEND will be predicated on making constructive use of your experience in school as a platform for developing thinking about inclusive pedagogy and working effectively with children with SEND. Again, this is particularly relevant for teachers in their NQT year and aligns strongly with the overall values and approach of the MTeach programme as a whole.

Module Overview

The module, specifically designed to fit the needs of students in their first year of teaching, is designed to assess the learning outcomes from professional development experiences which occur as part of teachers' practice-based learning. It requires teacher participants to reflect critically on their professional development to date, assess their professional strengths and identify priorities

for further development to be supported by master's level study, with a specific focus on inclusion and SEND.

There are 6 face to face sessions which are interspersed with a series of online tasks which support and extend the content in the face to face sessions, and provide further opportunity to reflect on your experience in the classroom in relation to inclusion and SEND. There are also a number of specially designed online study resources related to specific areas of SEND.

Assessment

The assessment is via a presentation to a group of peers and relevant school staff of the focus for professional development priorities related to inclusion and SEND. This is based on critical reflection on existing practice and analysis of the contexts of the students, the school, the subject and personal needs and enthusiasms. The presentation identifies relevant sources of support for professional development, including literature (10 minutes). It is accompanied by a 1200-word critique of a related academic reading in the area of inclusion or SEND. Students may choose one of the academic readings which are referred to in the taught sessions or the online resources on the VLE.

Students are also required to participate fully in the online tasks; further details will be provided on the VLE.

Indicative Module Curriculum and Structure

There is an initial twilight face to face session in October which introduces the programme as well as making links back to your experience in Year 1. This is followed by an online task encouraging you to reflect on your experience so far with your new class in relation to inclusive practice, to be completed by December.

The next face to face session is a twilight in January, 'Inclusive Pedagogy 3', followed by another online task to be completed by mid-February.

In February there is a day morning session on research evidence and SEND, after which you will be encouraged to engage in self or group study or make use of the library and other IoE facilities for the rest of the day. The module leader will also be available for individual tutorials during the afternoon.

The February session also introduces the tailored set of online resources related to specific diagnostic categories in SEND, with advice and ideas on strategies to use in the classroom. This links to the next online task where you will select one set of resources relevant to your current experience in the classroom, and build on your knowledge and understanding in relation to this.

The fourth session is twilight in March which builds further on your experience at Swiss Cottage School, looking at issues of personalisation and assessment, as well as developing your role as a leader in SEND.

The fifth twilight session in April focuses on preparing you for the presentation which takes place in the sixth session, a half day session in June or early July. You will also be given an individual tutor who will give you up to two hours of online email support, mainly focused on support for your article critique and associated advice about your presentation. This will take place from March to April.

Please note that this is an indicative curriculum and that there may be changes to this. Any such changes will be advertised on the IOE VLE.

Indicative Face to Face Sessions Programme for DPES-SEND

Session Details	Session Date	Taught By
Session1 (Oct 2014): Introduction to master's level study; ways of working; Aims of the programme; conceptualizing professional learning; collaborative learning and personalisation. Reflecting on experiences of working with children with SEN and considering issues of inclusion in the PGCE year. [2 hours twilight]	Tues October 14 th 2014 5.30pm to 7.30pm	Adam Unwin, IOE Caroline Daly, Programme Leader MTeach, IOE Margaret Mulholland, Swiss Cottage School
Session 2: (January 2014) Inclusive Pedagogy 3. A follow up to the application of inclusive approaches in the classroom, building on the initial Inclusive Pedagogy 1 and 2 sessions in Year 1. [2.5 hours twilight]	Wed 21 st January 2015 5.30pm to 8.00pm	Gill Brackenbury, IOE SENJIT
Session 3: (February 2014) Thinking about research evidence in the context of reflecting on experience in the classroom. What can the research evidence tell us about how to work with children with SEND and how to achieve effective inclusion in the classroom? Focus on a range of diagnostic conditions with supporting materials: possibly Developmental Dyspraxia, Emotional and Behavioural Disorders, Attention Deficit Hyperactivity Disorder, Autism etc... Approaches to being "research literate" for SEND and relating the use of research evidence to developing as a practitioner. [Morning half day session, followed by time for self study at the IoE in the afternoon]	Wed 25 th February 2015 9.00am to 12.00pm, with recommended time in the afternoon for self study at the IoE	Gill Brackenbury, IOE SENJIT
Session 4: (March 2014) Personalisation, planning and assessment, making use of experiences in class in considering how to develop inclusive pedagogy in your own practice. Developing as a leader in relation to inclusive practice [2 hours twilight]	Wed 11 th March 2015 5.30pm-7.30pm	Vijita Patel, Vice Principal, Swiss Cottage School
Sessions 5: (April 2014) Preparing for the presentation. [2 hours twilight]	Tues 21 st April 2015 5.30pm to 7.30pm	Caroline Daly Joseph Mintz
Session 6: (June/July 2014) Assessed Presentations to group of relevant colleagues including peers and possibly appropriate school staff [3 hours day session]	Tuesday 30 th June OR Wed 1 st OR Thurs 2 nd July (to be confirmed individually)	Programme team

Indicative Overall Timeline for Taught and Online Elements and Assessment for DPES-SEND

Note that the definitive timings for completion of tasks and timings of submissions will be shown on the DPES-SEND VLE.

Element of Course	Timing
F2F Session 1	October 14th
Online Task 1	Oct to Dec
F2F Session 2	Jan 21 st
Online Task 2	Jan to End Feb
F2F Session 3	Feb 25 th
Online Task 3	End Feb to End March
F2F Session 4	Mar 11th
Preparing Draft of Article Critique	Mar to April Hand in draft Article Critique for Tutor Review Tuesday 21st April
Tutor Feedback on draft Article Critique	Tuesday 19 th May
F2F Session 5	April 21 st
Final Hand In of Article Critique	Tuesday 16th June
F2F Session 6 Presentations	June 30th or July 1st or July 2nd

Module Aims and Assessment

The module aims to support participants to explore contextualised professional development needs relating to the quality of pupil learning experiences. The aim is for participants to identify key issues affecting one main focus for further professional development, and identify indicative literature which supports further exploration of that focus. The choice of a presentation as the assessment form is designed to widen experience of professional communication skills as part of master's level practice, focus on synthesis and draw on dialogue with a range of perspectives to develop thinking.

To achieve these aims, participants will be required to develop a presentation which:

- Provides a brief synopsis of the contexts for professional development :
 - the students
 - the school
 - the curriculum
 - personal needs and enthusiasms
 - the professional standards for teachers.

- Explains and justifies a focus for professional development

- Identifies key literature and makes links between research and the focus for professional development

- Engages critically with a small number of relevant key readings (school and national policy documents, key research) to help establish the identified focus

- Demonstrates a particular focus on issues related to special educational needs and inclusion will be expected

Learning Outcomes

At the end of this Module, participants will be able to:

1. identify personal professional learning needs in relation to improved outcomes for pupils with a particular focus on inclusion and SEND.
2. demonstrate critical engagement with school, local, and national contexts related to the focus of professional development to be supported by further enquiry;
3. establish links between relevant research, literature and personal learning needs in relation to effective practice in inclusion and SEND.

Criteria for Assessment of Presentation and Critique 1200 words

- Critical use of reading from a range of sources to support reflection on professional development. Independent and critical written analysis of a key reading.
- Clear and informed articulation of relevant focus for professional development in relation to the potential benefits for students.
- Ability to identify professional learning experiences and priorities and analyse development drawing on a range of experiences.
- Reflection on learning with wider professional contacts and colleagues to support development.
- Focus, organisation, cogency, clarity, fluency, accuracy of oral and written work.

Criteria for Online Forum Postings

You are expected to complete the online postings as specified on the VLE, which are part of the requirements for the completion of the module. Postings should demonstrate an ability to identify professional learning experiences, a capacity for reflection and where relevant critical use of reading from a range of resources to support reflection on practice and professional development. The required length of postings is as per the guidance for each online task on the VLE but is within the range of 300-500 words.

MTeach Regulations for Coursework and Assessment

The usual procedure for the preparation of coursework, and its assessment, is as follows.

1. Title of the coursework and/or its general contents are agreed between the participant and the module tutor or supervisor;
2. Draft work is submitted to module tutor or supervisor, according to the schedule set by the module tutor or supervisor. Please note: *draft work cannot be accepted outside of these agreed times and should not be submitted without appropriate time for your tutor to respond before the deadline for final submission*;
3. Written comments on draft work are returned to the participant, according to the schedule set by the module tutor or supervisor (usually 2–3 weeks);
4. Coursework is submitted in the manner prescribed by the relevant coursework submission guidance and by the deadline set in the module guidance;
5. Coursework is assessed independently in parallel by two internal markers, according to the relevant criteria
6. Internally agreed provisional grade and comments are returned to the participant (usually no later than 6 weeks after submission deadline);
7. The External Examiner moderates the assessment of coursework;
8. The Examination Board meets to approve grades; Registry issues results notifications to participants.

What the markers are looking for

Within assignments written for coursework (article critique), as well as in the presentation, we normally expect that you will display a synthesis of practical (professional) experience, knowledge of empirical work and theoretical positions. You should adopt a critical approach and attempt to explore possibilities and implications as well as assumptions and limitations.

You should pay close attention to the structure of your article critique and presentation, so that the arguments that are developed are made with force — unsupported assertions (i.e. without references to the literature) and generalisations should be avoided.

Preparation, presentation, and submission of coursework

We expect all participants to adhere to the guidelines for the preparation, presentation, and submission of coursework, which can be found on the DPES SEND VLE

<http://ble.ioe.ac.uk/>

Please read these guidelines carefully before embarking on coursework. Additional information about requirements for module coursework, including submission deadlines, will be made available on the VLE.

NB: Please refer to your module tutor or supervisor for instructions relating to the submission of draft material.

For full submission guidance please see the 2014-2015 IOE Student Handbook: <http://www.ioe.ac.uk/studentInformation/39370.html>

Responsibilities of Participants

As a mature postgraduate student, you are expected to:

- make a regular time commitment to your studies
- meet coursework deadlines;
- carry out the recommended reading for online discussions, and any preparation work required for face-to-face sessions;
- attend face-to-face sessions, on time and in their entirety;
- be proactive in managing your time and programme workload;
- participate actively and punctually in online discussions;
- familiarise yourself with relevant programme, module, and other related documentation;
- be aware of programme-related communications and, where necessary, respond appropriately and expeditiously;
- negotiate tutorials with tutor(s) as required;
- critically reflect upon your own and others' practice, assumptions and theories.

Time management

Effective time management is extremely important for the successful completion of DPES-SEND. You are expected to meet the submission deadlines for postings in online discussions, and, ultimately, coursework. Doing so will help to ensure progression throughout the programme and keep your workload manageable.

Teaching and developing teaching is demanding. The DPES-SEND module has been designed to help you respond to these demands positively, thoughtfully and creatively. We want you to build on your existing professional experience, to take forward what you have learned and to use it. Talking teaching — in other words, sharing experience, articulating practice, comparing insights — lies at the heart of DPES-SEND.

The module team are aware of the professional commitments of busy teachers. Deadlines for postings are set to enable those participants for whom weekends are the most productive work time to make full use of such opportunities. The required length of individual postings in online discussions is kept deliberately short (300–500 words).

Please note that we expect you to submit assignments by the deadlines provided. If you would find it useful you can arrange to meet with your programme leader/personal tutor early in the term/year to discuss your study plans for the coming year.

For full submission guidance please see the 2014-2015 IOE Student Handbook <http://www.ioe.ac.uk/studentInformation/39370.html>

Attendance requirements

The DPES-SEND module has a significant online component, so access to the Internet is essential. You should try to set time aside to regularly engage with the module and your peers in an environment conducive to learning. You are expected to make regular contributions to online discussions, according to the requirements of particular online tasks. Contribution to online discussions is counted in lieu of the weekly attendance which is a feature of traditional master's modules. Accordingly, you are expected to spend at least an hour per week engaging with online discussions, and a further hour for reading materials, which are usually provided electronically.

You will be expected to access the DPES-SEND VLE (and check email messages) no less regularly than once per week.

If your access to the Internet is irregular, you are advised to compose your own contributions offline, saving to post onto the VLE when you have access.

You are also expected to attend the face to face sessions of the DPES-SEND module.

Students should also note that the IOE masters regulations which specify that a student shall normally be required to have attended a minimum of

80% of the teaching sessions associated with that course or course element, whether face-to-face or online.

Accessibility of Staff — Support and Guidance

You will be assigned a personal tutor at the start of the module.

For many initial problems or queries, the first point of contact should be the DPES-SEND Administrator, who provides support for matters to do with the VLE, programme materials and resources, student administration, and coursework submission.

A number of student representatives advise the MTEach (SEN) programme team on operational and strategic matters. The means by which you will be able to communicate directly with student representatives will be made available to you in due course.

The role of the personal tutor

In general, the role of the personal tutor is to:

- Discuss with individual students any queries or problems they might have associated with their academic work;
- Assist students in resolving any difficulties they might have which are affecting their academic work, either directly or by referring them to other sources of support e.g. the Student Welfare Office;
- Ensure that appropriate support and advice is provided, in liaison with the Disability Coordinator where appropriate;
- Help students plan their own programmes of work;
- Help students set realistic targets;
- Help students choose the options that best meet their needs, interests and career plans;
- Refer students to relevant sources of learning support e.g. academic literacy tutors;
- Liaise as appropriate with staff both within and outside the Department regarding the progress of individual students, e.g. in relation to academic literacy;
- Ensure that IOE assessment requirements are clear to students and that they fully understand the criteria against which their assignments/examination scripts/dissertations will be assessed;

- Advise students undertaking modules outside their main field of study to seek advice on assessment requirements from the relevant module tutor;
- Assist students in liaising with other members of the programme team or the Registry;
- Monitor students' progress in order to maximise their chances of completing their programme of study within the appropriate timeframe;
- Ensure that all students are clear about the IOE's safety and security arrangements (information is available in the Calendar section of the IOE website);
- Provide career references which students may require after completion of the programme.

The role of the school mentor

Although it is not a formal requirement of the course, we encourage schools to select a school mentor who will support students in their engagement with the programme. This could be a role that overlaps with that of NQT Induction Mentor or another relevant staff member (e.g. SENCO or Head of Department). For this to provide optimum benefit to student and school we would expect mentors, for the purpose of the students' completion of the module, to meet with the student approximately twice per term. At such meetings, we would expect students to review with the mentor their completion of the module tasks, considering how this fits in with the student's objectives for professional development in their NQT year. This would also be an opportunity to consider how the students' preparation for the final presentation, which involves reflecting on practice, can link in to individual and school wider objectives for professional development.

University Regulations

The DPES-SEND module is governed by the General Academic Regulations. Further details can be seen at <http://www.ioe.ac.uk/studentInformation/1055.html>

In respect of extensions, referrals, interruptions and withdrawals, the relevant IOE Academic Regulation will apply to this course. In addition, in the case of extension, referral, interruption or withdrawal, the IOE reserves the right to charge the appropriate fee for any continuation of study or assessment by any student on the DPES-SEND programme after July 31st 2015. Further, the university makes no warrant as to the availability of this module or elements of this module after July 31st 2015.

Equal opportunities

The Institute of Education and your programme/module team are firmly committed to equal opportunities for all students, regardless of gender, ethnicity, colour, disability, religion, family responsibility, age, occupation, marital status, sexual orientation or trade union affiliation.

Do you have a disability that might have an impact on your studies? For example, are you dyslexic? Do you have problems with hearing or seeing? Is it

painful for you to write, or to use a computer mouse? Are you diabetic? Have you got reduced mobility? Do you have a physical or psychological condition that tires you or makes it hard for you to concentrate? Is there some other disability that we should be aware of?

We can and will make accommodations, so that whatever your disability, it does not put you at a disadvantage in following your programme – but we can only do this if we know about your situation. If you have not already disclosed your disability on the application form, please let any of these people know as soon as possible:

- Joanna Bean Senior Administrator, Disability & Wellbeing Support at the Institute of Education (j.bean@ioe.ac.uk, 020 7612 6641).
- DPES-SEND Administrator
- Your personal tutor

You will meet with the Disabilities Coordinator, who has specialist knowledge of the arrangements that can be made to help you. Your tutors will be told about the arrangements, but your fellow students need not necessarily know about your disability.

NB: If you feel that you have been discriminated against because of your gender, ethnicity, colour, disability, religion, family responsibilities, age, occupation, marital status, sexual orientation or trade union affiliation, you can contact the Ammara Khan Equalities Manager (a.khan@ioe.ac.uk).

Appendix 1: Grade-related Criteria

All DPES-SEND coursework is assessed against a set of grade-related criteria for the MTeach (SEN).

a. Grade-related criteria for DPES

These criteria are linked to the Institute of Education's M level (master's degree level) criteria, which are intended to do duty for a large and wide range of courses and modules. They need to be interpreted in the context of the stated learning outcomes for courses and modules. In particular, not every criterion will apply to each module assignment. However, it is expected that there will be considerable overlap in the criteria deployed for individual assignments and that the full range of criteria will be utilised across an individual's programme.

The key skills (scholarly skills, critical analysis, methodological and research skills and communication) are built into the assessment criteria. ICT skills are not explicitly referred to as they are embedded in all aspects of the course. The assessment is made according to a scale of A to D, as follows.

Grade A

Candidates show evidence of outstanding professional, academic and personal powers of communication, and through their writings and other productions will show considerable capacity for leadership. Professional knowledge will be refined through processes of research, scholarship and critical reflection, and applied creatively and with success in work with students. The candidate will demonstrate the clear capacity to analyse pedagogy within their immediate and wider professional contexts, drawing from appropriate intellectual perspectives, showing a good understanding of learning and an acute awareness of the values underpinning or influencing pedagogic practice.

Grade B

Candidates show themselves as accomplished communicators in professional, academic and personal terms, in a way that motivates or inspires confidence. There is clear evidence that the candidate's professional knowledge has advanced through working with students, and that this has been the product both of principled reflection and engagement with appropriate research/literature. The candidate is able to show a full understanding of their immediate professional context within the framework of wider educational debates to which they can participate fluently. Teaching situations can be successfully analysed and addressed as a result of systematic enquiry and a sound understanding of learning, resulting in the identification of clear strategies that are implemented and evaluated.

Grade C

Candidates show the capacity for effective professional, academic and personal communication. Professional knowledge will be applied successfully in work with students, and will be influenced by reference to appropriate ideas and through conscious and informed reflection on practice. The candidate will show a good understanding of their immediate professional context and a demonstrable awareness of wider educational debates to which they are willing and able to participate. Candidates will be able to demonstrate an understanding of learning and their independence and self-direction in tackling and solving problems and challenges that arise in their teaching.

Grade D (Fail)

Candidates do not show consistently high levels of communication with regard to professional, academic or personal matters. Though there may be evidence of growing professional confidence and skill, there is little demonstration of a commitment to systematic or informed professional learning that may substantially improve the quality of their work with students. The candidate shows only limited capacity to articulate their contribution to their immediate professional context and is not well informed about wider educational debates. Though demonstrably effective as a member of a team of colleagues there is only limited evidence of the candidate's capacity for autonomous planning and implementation of ideas or strategies to tackle professional challenges arising out of a clear identification of learning needs.

Appendix 2-Checklist for SEN Modules

Module evaluations are an important aspect of our teaching quality enhancement procedures. The Institute of Education is committed to continuous improvement of its modules and programmes. We greatly value your feedback and thank you in advance for completing this form.

Masters Essays and Assignments

Student name

Title of Master's Programme

MTeach (SEN) Title of module

Title of essay or assignment:

Tutor's name:

Module leader:

Please check each of the boxes below to confirm that the essay/assignment meets the course requirements, then sign the declaration:

- Your name is written on the essay/assignment
- The title is reproduced on the first page
- It uses Times New Roman (size 11/12) or Arial (size 10) font
- It uses 1.5 line spacing with a margin of 2.5cm
- The pages are numbered
- It includes a word count at the end of the text
- The references conform to the Publication Manual of the American Psychological Association and all references cited in the text are included in full in the reference list
- I have proofread the essay carefully and have checked the written English for spelling and punctuation

Declaration: I confirm that I have read the Course and Institute of Education guidelines on plagiarism. This essay/assignment is entirely my own work and has not been copied, or paraphrased from any published or unpublished material. It is written in my own words throughout, and all the sources used in the text are acknowledged in the reference section.

I confirm that I have read and understood the Institute's Code on Citing Sources and Avoidance of Plagiarism. I confirm that this assignment is all my own work and conforms to this Code. This assignment has not been submitted on another occasion.

Signed and Dated

****Please submit 2 hard copies of your essay or assignment** (stapled in the top left corner but without any plastic covers) to the programme administrator and get confirmation received.

You should also submit an electronic version (placed on Moodle).

****One paper** copy of assignment should have this form attached. Both hard copies and electronic copies **MUST be received by 5 p.m. on the hand-in submission date.**

