PROGRAMME SPECIFICATION AND CURRICULUM MAP FOR

PGCert Special Educational Needs and Disability (National Award for SEN Coordination)

1. Programme title	PGCert Special Educational Needs and Disability (National Award for SEN Coordination)
2. Awarding institution	Middlesex University
3. Teaching institution	Real Training
4. Programme accredited by	
5. Final qualification	Postgraduate Certificate
6. Academic year	2012-2013
7. Language of study	English
8. Mode of study	Distance Learning

9. Criteria for admission to the programme

Prospective students will have:

- an undergraduate degree
- experience and current opportunities to working with children with SEND
- access to a computer and broadband connection and a suitable word processing program
- a level of English Competence e.g. IELTS 6.5

10. Aims of the programme

The programme aims to enable students:

Aims

- To understand background context and legislation of SEND.
- To develop effective leadership and management skills in relation to SEN coordination.
- To develop a comprehensive and critical understanding of the history of inclusive education.

- To develop an enhanced understanding of how the current research and guidance informs educational policy and practice.
- To critically examine the research on interventions in the field of SEND and demonstrate both knowledge and understanding of both its applications and limitations.

11. Programme outcomes

A. Knowledge and understanding	Teaching/learning methods
On completion of this programme the successful student will have knowledge and understanding of: 1. The context for inclusive education within the framework of a SENCo role. 2. The statutory and regulatory frameworks at national and local level concerning learning, teaching and assessment of pupils with SEND. 3. High incidence SEND and how they can affect pupils' participation and learning.	Students acquire knowledge and understanding through guided study utilising the online learning platform, webinars, online discussion forums and online tutor support, and through reading, writing critical analysis of current research and policy documents, keeping a reflective learning logs, and the application of new theoretical and professional knowledge to their practice. **Assessment Method** Students' knowledge and understanding is assessed by written coursework comprising of critical analysis, applied practice analysis and reflective analysis.
B. Cognitive (thinking) skills	**Teaching/learning methods**
On completion of this programme the successful student will be able to: 1. Critically analyse and evaluate existing workplace SEND strategy, policies and procedures for inclusive education.	Students develop cognitive skills through engagement with the course learning resources and tasks requiring critical analysis, and evaluation of existing paradigms and practices. **Assessment Method** Students' cognitive skills are assessed by written coursework including critical analysis, applied practice analysis and reflective analysis. Students will demonstrate originality of approach to the opportunities and challenges presented within their applied workplace setting.
C. Practical skills	**Teaching/learning methods**
On completion of the programme the successful student will be able to: 1. Critically analyse and evaluate existing workplace SEND strategy,	Students learn practical skills through assigned tasks within their applied educational setting and coaching.

policies and procedures for inclusive education and identify change, implementation and subsequent evaluation approaches. 2. Demonstrate strategic financial planning, budget management and use of resources to deliver high quality SEND provision in line with best value principles. 3. Communicate effectively and work strategically with senior colleagues, school governors and to draw on external sources of support and expertise to enhance SEND provision. 4. Identify and implement systems for monitoring and evaluating systems of teaching and learning incorporating tools for collecting, analysing and using data about pupil progress.	**Assessment Method** Students' practical skills are assessed by coursework including applied practice analysis of the needs/ problems of current work setting, critique of current theoretical perspectives and a continuing reflective learning log to include critical evaluation of the impact of their learning on pupil and school performance. Students will demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional level. Students will contribute to forum discussions with tutors and other delegates.
D. Graduate Skills On completion of this programme the successful student will be able to: 1. Critically analyse the current research and good practice guidance against existing policy and applied practice in their educational setting. 2. use what they have learnt in order to construct their own understanding, to reflect on their own practice, and evaluate their decisions made in terms of theory.	**Teaching/learning methods** Students will develop enhanced academic skills through the support and tutoring available within the module and through formative feedback for their assignments. **Assessment method** Students' graduate skills will be assessed through the submission of the assignments for these modules including critical analysis, applied practice analysis and reflective analysis.

12. Programme structure (levels, modules, credits and progression requirements)

12. 1 Overall structure of the programme

Delegates complete one module:

- National Award for SEN Coordination (60 credits)

12.2 Levels and modules

Starting in academic year 2010/11 the University is changing the way it references modules to state the level of study in which these are delivered. This is to comply with the national Framework for Higher Education Qualifications. This implementation will be a gradual process whilst records are updated. Therefore the old coding is bracketed below.	

Level 7 (4)

COMPULSORY	OPTIONAL	PROGRESSION REQUIREMENTS
Students must complete PGCert Special Educational Needs and Disability (National Award for SEN Coordination)	There are no optional choices.	

12.3 Non-compensatable modules (note statement in 12.2 regarding FHEQ levels)	
Module level	Module code
7	All modules are non-compensatable.

13. A curriculum map relating learning outcomes to modules

See Curriculum Map attached.

14. Information about assessment regulations

Middlesex University Regulations apply to this programme

15. Placement opportunities, requirements and support (if applicable)

Students are required to undertake a 2 day placement in an educational setting within their local area, to compare policy and practice with their own setting.

16. Future careers (if applicable)

Roles in educational settings supporting the needs of learners with SEND.

17. Particular support for learning (if applicable)

18. JACS code (or other relevant coding system)	
19. Relevant QAA subject benchmark group(s)	

20. Reference points

21. Other information

Please note programme specifications provide a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve if s/he takes full advantage of the learning opportunities that are provided. More detailed information about the programme can be found in the student programme handbook and the University Regulations.

Curriculum map for PGCert National Award for SEN Coordination

This section shows the highest level at which programme outcomes are to be achieved by all graduates, and maps programme learning outcomes against the modules in which they are assessed.

Programme learning outcomes

Knowledge and understanding		Practical skills	
A1	The context for inclusive education within the framework of a SENCo role.	C1	Critically analyse and evaluate existing workplace SEND strategy, policies and procedures for inclusive education and identify change, implementation and subsequent evaluation approaches.
A2	The statutory and regulatory frameworks at national and local level concerning learning, teaching and assessment of pupils with SEND.	C2	Demonstrate strategic financial planning, budget management and use of resources to deliver high quality SEND provision in line with best value principles.
A3	High incidence SEND and how they can affect pupils' participation and learning.		Communicate effectively and work strategically with senior colleagues, school governors and to draw on external sources of support and expertise to enhance SEND provision.
A4			Identify and implement systems for monitoring and evaluating systems of teaching and learning incorporating tools for collecting, analysing and using data about pupil progress.
Cognitive Skills		**Graduate Skills**	
B1	Critically analyse and evaluate existing workplace SEND strategy, policies and procedures for inclusive education.	D1	Critically analyse the current research and good practice guidance against existing policy and applied practice in their educational setting.

B2	
D2	use what they have learnt in order to construct their own understanding, to reflect on their own practice, and evaluate their decisions made in terms of theory.

Programme outcomes

A1	A2	A3	B1	B2						B1		C1	C2	C3	D1	D2
Highest level achieved by all graduates																
7	7	7	7	7						7		7	7	7	7	7

Module Title	Module Code by Level	Programme outcomes																		
		A1	A2	A3	A4	A5	A6	A7	A8	A9	B1	B2	B3	B4	B5	C1	C2	C3	D1	D2
National Award for SEN Coordination	7	*	*	*							*						*	*	*	*	*