

PROGRAMME SPECIFICATION AND CURRICULUM MAP FOR



PGCert Special Educational Needs and Disability (Strengths-based Coaching)

1. Programme title	PGCert Special Educational Needs and Disability (Strengths-based Coaching)
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:

- Understand why coaching plays an important role in today's educational environment.
- Introduce students to the field of coaching psychology and its wide range of behavioural and cognitive techniques which enable individuals to reach their capabilities through self-directed learning and personal growth as well as enhancing their well-being.
- Introduce the role of Positive Psychology which is concerned with the study of psychological strengths and positive emotions including resilience, mental

flexibility and creativity and how scientifically proven techniques from this field can impact on the well-being of children and young people in education.

- Provide students with a theoretically sound and empirically tested model of strengths-based coaching that has combined the best of coaching psychology and positive psychology. Students will then learn to use this particular model of coaching to implement the process of coaching at a practical level with their students.

11. Programme outcomes	
<p>A. Knowledge and understanding</p> <p>On completion of this programme the successful student will have knowledge and understanding of:</p> <ol style="list-style-type: none"> 1. Why knowing about children and young people’s values and needs is important as part of preparing them for the coaching process. 2. Why a focus on human strengths is an essential ingredient in strengths-based coaching. 3. The behavioural and cognitive techniques that underpin a strengths-based model of coaching. 4. The change process. 5. How to enable others to set attainable goals. 6. A specific model of coaching that provides a comprehensive coaching process. 7. An understanding and knowledge of how to measure progress towards goal attainment. 	<p>Teaching/learning methods</p> <p>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.</p> <p>Assessment Method</p> <p>Students’ knowledge and understanding is assessed by written coursework comprising of critical analysis, applied practice analysis and reflective analysis.</p>
<p>B. Cognitive (thinking) skills</p> <p>On completion of this programme the successful student will be able to:</p> <ol style="list-style-type: none"> 1. Elaborate and analyse the behavioural and cognitive techniques that underpin a strengths-based model of coaching. 2. Elicit further insight into how people actually make changes through critical analysis of theoretical models and applied practice 	<p>Teaching/learning methods</p> <p>Students develop cognitive skills through engagement with the course learning resources and tasks requiring critical analysis, and evaluation of existing paradigms and practices.</p> <p>Assessment Method</p> <p>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</p>

<p>C. Practical skills</p> <p>On completion of the programme the successful student will be able to:</p> <ol style="list-style-type: none"> 1. Help their coachees set appropriate goals using the knowledge gained from M10A. Knowledge of their own strengths. 2. Turn theory into practice. 3. Gain insight into the process of coaching. 4. Acquire information about their own strengths and areas of development as coaches. 5. Learn about further development needs they have. 	<p>Teaching/learning methods</p> <p>Students learn practical skills through assigned tasks within their applied educational setting and coaching.</p> <p>Assessment Method</p> <p>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.</p> <p>Students will demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional level.</p>
<p>D. Graduate Skills</p> <p>On completion of this programme the successful student will be able to:</p> <ol style="list-style-type: none"> 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. 	<p>Teaching/learning methods</p> <p>Students will develop enhanced academic skills through the support and tutoring available within the module and through formative feedback for their assignments.</p> <p>Assessment method</p> <p>Students' graduate skills will be assessed through the submission of the assignments for these modules including critical analysis, applied practice analysis and reflective analysis.</p> <p>Assignments, applied practice tasks, contributions to forum discussions, interactions with tutors.</p>

<p>12. Programme structure (levels, modules, credits and progression requirements)</p>
<p>12. 1 Overall structure of the programme</p>
<p>Delegates complete two modules:</p> <ul style="list-style-type: none"> • (M10A) Strengths-based Coaching – Skills & Knowledge Module (30 credits) – up to 1 year duration* • (M10B) Strengths-based Coaching – Application & Reflection Module (30 credits)

– up to 1 year duration*

*modules can be taken concurrently and work can be submitted to earlier assessment board.

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
<p>Students must take all of the following:</p> <p>(M10A) Strengths-based Coaching – Skills & Knowledge Module (30 credits)</p> <p>(M10B) Strengths-based Coaching – Application & Reflection Module (30 credits)</p>	<p>There are no optional choices.</p>	

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)

n/a

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 Strengths-based Coaching

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	Why knowing about children and young people's values and needs is important as part of preparing them for the coaching process.	C1	Help their coachees set appropriate goals using the knowledge gained from M10A. Knowledge of their own strengths.
A2	Why a focus on human strengths is an essential ingredient in strengths-based coaching.	C2	Turned theory into applied practice.
A3	Understanding of the change process.	C3	Acquire information about their own strengths and areas of development as coaches.
A4	How to enable others to set attainable goals.	C4	Gain further insight into how people actually make changes.
A5	A specific model of coaching that provides a comprehensive coaching process.	C5	Learn about further development needs they have.
A6	An understanding and knowledge of how to measure progress towards goal attainment.	C6	
Cognitive Skills		Graduate Skills	
B1	Elaborate and analyse the behavioural and cognitive techniques that underpin a strengths-based model of coaching.	D1	Critically analyse the current research and good practice guidance against existing policy and applied practice in their educational setting.
B2	Elicit further insight into how people actually make changes through critical analysis of theoretical models and applied practice	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	A4	A5	A6	B1	C1	C2	C3	C4	C5	D1	D2
Highest level achieved by all graduates													
7	7	7	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	B1	B2	C1	C2	C3	C4	C5	D1	D2	
(M10A) Strengths-based Coaching – Skills & Knowledge Module	7	*	*	*	*	*			*							*	*	
(M10B) Strengths-based Coaching – Application & Reflection Module	7								*	*	*	*	*	*	*	*	*	*