

PROGRAMME SPECIFICATION AND CURRICULUM MAP FOR



PGCert Special Educational Needs and Disability (Dynamic Assessment and Mediation of Cognitive Functions: Theoretical and Conceptual Foundations)

1. Programme title	PGCert Special Educational Needs and Disability (Dynamic Assessment and Mediation of Cognitive Functions: Theoretical and Conceptual Foundations)
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 to:

- Understand the role played by cognitive functioning in learners' development.
- Understand the role played by mediation and Mediated Learning Experience in learners' development.

- Understand the difference between teaching and mediation.
- Be aware of the ways in which cognitive functioning can be assessed, including the concepts and practices of Dynamic Assessment.
- Understand the interplay between cognitive functioning, the learning environment and the socio cultural context for learning.
- Apply skills and knowledge from M11A to a real life case
- Use models of consultation to work with a peer in order to complete a cognitive profile of a learner

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. Theories related to intellectual development that take account of environment and socio cultural aspects of learning development. 2. The range of cognitive functions that a learner brings to his/her learning. 3. Mediation and mediated learning experience. 4. The role of Dynamic Assessment to assess the cognitive functioning of an individual learner. 5. Models of consultation 6. The contribution of cognitive abilities to a learner's profile of attainment 7. The importance of linking assessment and intervention. 	<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. Critically appraise different approaches to understanding intellectual development. 2. Critically evaluate Dynamic Assessment as an assessment paradigm. 3. Identify and critique aspects of Dynamic Assessment practice as it impacts on anti-oppressive practice. 4. Identify the cognitive functions of a 	<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</p>

<p>learner.</p>	<p>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. Observe a learner and use a tool to rate the cognitive abilities 2. Observe a learner and use a tool to rate his/her response to teaching and mediation 3. Carry out a task analysis of a task that the learner has been asked to complete. 4. Draw up an intervention plan for the learner. 	<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"> • (M11A) Dynamic Assessment and Mediation of Cognitive Functions: Theoretical and Conceptual Foundations – Skills & Knowledge Module (30 credits) – up to 1 year duration*

- (M11B) Dynamic Assessment and Mediation of Cognitive Functions: Theoretical and Conceptual Foundations – 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
(M11A) Dynamic Assessment and Mediation of Cognitive Functions: Theoretical and Conceptual Foundations – Skills & Knowledge Module (30 credits)	There are no optional choices.	
(M11B) Dynamic Assessment and Mediation of Cognitive Functions: Theoretical and Conceptual Foundations – Application & Reflection Module (30 credits)		

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 Dynamic Assessment and Mediation of Cognitive Functions: Theoretical and Conceptual Foundations

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	Theories related to intellectual development that take account of environment and socio cultural aspects of learning development.	C1 (Observe a learner and use a tool to rate the cognitive abilities
A2	The range of cognitive functions that a learner brings to his/her learning.	C2 Observe a learner and use a tool to rate his/her response to teaching and mediation
A3	Mediation and mediated learning experience.	C3 Carry out a task analysis of a task that the learner has been asked to complete.
A4	The role of Dynamic Assessment to assess the cognitive functioning of an individual learner.	C4 Draw up an intervention plan for the learner.
A5	Models of consultation	
A6	The contribution of cognitive abilities to a learner's profile of attainment	
A7	The importance of linking assessment and intervention	
Cognitive Skills		Graduate Skills
B1	Critically appraise different approaches to understanding intellectual development.	D1 Critically analyse the current research and good practice guidance against existing policy and applied practice in their educational setting.
B2	Critically evaluate Dynamic Assessment as an assessment paradigm.	D2
B3	Identify and critique aspects of Dynamic Assessment practice as it impacts on anti-oppressive practice.	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.

B4	Identify the cognitive functions of a learner.	
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Programme outcomes																
A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2
Highest level achieved by all graduates																
7	7	7	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	A8	A9	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	
(M11A) Dynamic Assessment and Mediation of Cognitive Functions: Theoretical and Conceptual Foundations) – Skills & Knowledge Module	7	*	*	*	*										*	*			*	*	
(M11B) Dynamic Assessment and Mediation of Cognitive Functions: Theoretical and Conceptual Foundations – Application & Reflection Module	7				*	*									*	*	*	*	*	*	