

PROGRAMME SPECIFICATION AND CURRICULUM MAP FOR



Postgraduate Diploma in Special Educational Needs and Disability

1. Programme title	Postgraduate Diploma in Special Educational Needs and Disability
2. Awarding institution	Middlesex University
3. Teaching institution	Real Training
4. Programme accredited by	
5. Final qualification	Postgraduate Diploma in Special Educational Needs and Disability
6. Academic year	2012/13
7. Language of study	English
8. Mode of study	Distance Learning

9. Criteria for admission to the programme

The PGDip is for qualified teachers. Applicants should therefore have QTS or an equivalent qualification for International students.

Prospective students should possess an undergraduate degree or equivalent.

Applicants can work in any phase of education (early years, primary, secondary, FE/HE) and in any institution recognised as a school provided that they meet at least one of the following criteria:

- Special Educational Needs Coordinator (SENCo)
- Aspiring SENCo
- School leader
- Teacher or professional working in a specialised provision or context (for example, a special school)

Candidates will need a high level of competence in the use of English, equivalent to at least 6.5 in the IELTS test or TOEFL 575 (paper based), 237 (computer based). See section B of University Regulations for Admission. See

<http://www.mdx.ac.uk/intcampus/noidacentre/entry/index.aspx>

The programme may be open to individuals who do not have an undergraduate degree or QTS. Admission will be at the discretion of the programme leader. For more information contact Siobhan Mellor (Siobhan@realgroup.co.uk).

Please note that where individuals without QTS are admitted to the programme, successful completion **does not** confer QTS.

10. Aims of the programme

The programme aims to enable professionals working in the area of SEND to:

- Become equipped with a range of skills and knowledge that will enable them to meet the needs of vulnerable groups of children and their families.
- Develop professional practice via the application of skills and knowledge.
- Study some aspects of SEND in greater depth.
- Develop practice using the findings of published research and via critical analysis of the evidence base for intervention in SEND.
- Develop their skills as practitioner researchers.

11. Programme outcomes

A. Knowledge and understanding

On completion of this programme the successful student will have knowledge and understanding of :

A1 At least one specialist area of SEND.

A2 The way in which research informs understanding of models of disability and special educational practice.

A3 The literature and policy related to aspects of SEND.

A4 The role of practitioner research in special education.

Teaching/learning methods

Students gain knowledge and understanding through:

- Engagement with the programme materials.
- Tutor directed reading.
- Individually directed reading in a specialist area.
- Problem based and enquiry-based learning scenarios.
- Engagement in on line discussion forums.

Assessment methods

Students' knowledge and understanding is assessed by is assessed by coursework and critical analysis assignments, which are detailed in module narratives. Assessment methods will vary according to module content and focus but may include:

- Written assignments.
- Reflective journals.
- Critical literature reviews.
- Engagement in problem-based learning scenarios.
- Critique of local policy and practice.
- Design of practitioner research and enquiry.

	<ul style="list-style-type: none"> • Multimedia presentation/seminar with accompanying notes. • Portfolios of evidence which might include multimedia productions.
<p>B. Cognitive (thinking) skills</p> <p>On completion of this programme the successful student will be able to:</p> <p>B1 Apply knowledge and understanding to professional practice in their specific area of study of SEND.</p> <p>B2 Synthesise and critique relevant literature and research evidence in order to develop lines of argument in relation to aspects of SEND policy and practice</p> <p>B3 Critically evaluate and reflect on their own practice and/or research.</p> <p>B4 Plan a systematic enquiry related to an aspect of SEND.</p>	<p>Teaching/learning methods</p> <p>Students learn cognitive skills through:</p> <ul style="list-style-type: none"> • Engagement with the programme materials. • Tutor-directed reading. • Individually directed reading in a specialist area. • Problem-based and enquiry-based learning scenarios. • Engagement in online discussion forums. <p>Assessment methods</p> <p>Students' cognitive skills are assessed by coursework and critical or reflective analysis assignments, which are detailed in module narratives. Assessment methods will vary according to module content and focus but may include:</p> <ul style="list-style-type: none"> • Written assignments. • Reflective journals. • Critical literature reviews. • Engagement in problem-based learning scenarios. • Critique of local policy and practice. • Design of practitioner research and enquiry. • Multimedia presentation/seminar with accompanying notes. • Portfolios of evidence which might include multimedia productions
<p>C. Practical skills</p> <p>On completion of the programme the successful student will be able to:</p> <p>C1 Engage in reflective practice in order to enhance pedagogy.</p> <p>C2 Apply theoretical knowledge to improve professional practice.</p> <p>C3 Design and evaluate practitioner</p>	<p>Teaching/learning methods</p> <p>Students learn practical skills through</p> <ul style="list-style-type: none"> • Engagement with the programme materials. • Tutor directed reading. • Individually directed reading in a specialist area. • Problem-based and enquiry-based

<p>research in relation to an identified element of SEND.</p>	<p>learning.</p> <ul style="list-style-type: none"> Engagement in online discussion forums. <p>Assessment Methods</p> <p>Students' practical skills are assessed by coursework and practice analysis assignments, which are detailed in module narratives. Assessment methods will vary according to module content and focus but may include:</p> <ul style="list-style-type: none"> Written assignments. Reflective journals. Critical literature reviews. Engagement in problem-based learning scenarios. Critique of local policy and practice. Design of practitioner research and enquiry.. Multimedia presentation/seminar with accompanying notes. Portfolios of evidence which might include multimedia productions <p>In particular, assessment of practical skills will examine the extent to which students are able to make theory and practice links and thus enhance the experience of the children or young people with whom they are working.</p>
---	--

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

12. 1 Overall structure of the programme

<p>2 YEARS TO COMPLETION</p>	<p><u>Year 1</u></p> <p>1 x 60 credit module (M01 National Award for SEN Coordination)</p> <p>OR</p> <p>2 x 30 credit modules selected from M02 to M11</p>	<p><u>Year 2</u></p> <p>1 x 60 credit module if not completed in Year 1 (M01 National Award for SEN Coordination)</p> <p>OR</p> <p>2 x 30 credit modules selected from M02 to M11</p> <p>PLUS 60 credits from Year</p>
-------------------------------------	--	--

	Exit award with 60 credits: PGCert	1
--	---------------------------------------	---

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 while records are updated. Therefore the old coding is bracketed below.

Level 7 (4)		
COMPULSORY	OPTIONAL	PROGRESSION REQUIREMENTS
	Students may choose from any 30 or 60 credit modules but note restrictions as specified in the section entitled 'Module Information'.	60 credits are required to progress to PGDip.

13. A curriculum map relating learning outcomes to modules

See Curriculum Map attached.

14. Information about assessment regulations

Standard Middlesex University regulations apply to this programme. These can be found at: www.mdx.ac.uk/regulations/.

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

N/A

16. Future careers (if applicable)

Completion of the PGDip is likely to enhance the student's suitability for working in a leadership/managerial/subject specialist role in a range of educational contexts and thus could contribute to career progression. Completion of a PGDip will enable students to progress to MEd.

17. Particular support for learning (if applicable)

Support for online learning will be given as this programme is delivered via distance learning.

18. JACS code (or other relevant coding system)

19. Relevant QAA subject benchmark group(s)

Level 7 (Framework for Higher Education Qualifications in England, Wales and Northern Ireland, 2008)

20. Reference points

Middlesex University regulations

These can be found at: www.mdx.ac.uk/regulations/

21. Other information

This programme is designed by Real Training and is validated by Middlesex University.

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.