

PROGRAMME SPECIFICATION AND CURRICULUM MAP FOR



PGCert Special Educational Needs and Disability
(Educational Testing)

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| 1. Programme title | PGCert Special Educational Needs and Disability (Educational Testing) |
| 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 of working with children with SEND
- access to a computer, internet 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:

- Under stand how educational tests are developed and standardised
- Be able to interpret psychometric test scores
- Be able to write asesment reports, and to understand and confidently interprt the reports of others
- Be able to cpmply with the requirements of relevant legislation in your assessment processes
- Engage in critical reflection about assessment and intellegence testing practice

- Evaluate the impact of assessment and testing practice
- Apply knowledge and skills in assessment and testing in educational contexts

| 11. Programme outcomes | |
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| <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 underlying assessment and testing 2. Policy and legislation as applicable to assessment and testing 3. How psychometric test are developed and standardised | <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 evaluate professional practice related to assessment and testing 2. Critique literature relating to theories of assessment and testing | <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. Apply elements of organisational psychology/self organised learning | <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</p> |

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| <p>to their review of assessment practice</p> | <p>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 assessment 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 relation to assessment practice across the setting | <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> |

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| <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"> • (M02A) Certificate of Competence in Educational Testing – Skills & Knowledge Module (30 credits) – up to 1 year duration* • (M02B) Educational Testing – Application & Reflection Module (30 credits) - up to 1 year duration* <p>*modules can be taken concurrently and work can be submitted to earlier assessment board.</p> |

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| <p>12.2 Levels and modules</p> |
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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>(M02A) Certificate of Competence in Educational Testing – Skills & Knowledge Module (30 credits)</p> <p>(M02B) Educational Testing – 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 Educational Testing

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 underlying assessment and testing | C1 | Apply elements of organisational psychology/self organised learning to their review of assessment practice |
| A2 | Policy and legislation as applicable to assessment and testing | C2 | |
| A3 | How psychometric test are developed and standardised | | |
| Cognitive Skills | | Graduate Skills | |
| B1 | Critically evaluate professional practice related to assessment and testing | D1 | Critically analyse the current research and good practice guidance against existing assessment policy and applied practice in their educational setting. |
| B2 | Critique literature relating to theories of assessment and testing | 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 relation to assessment practice across the setting |

| Programme outcomes | | | | | | | | | | | | | | | | | |
|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| A1 | A2 | A3 | A4 | A5 | A6 | A7 | A8 | A9 | B1 | B2 | B3 | B4 | B5 | C1 | C2 | D1 | D2 |
| Highest level achieved by all graduates | | | | | | | | | | | | | | | | | |
| 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 | D1 | D2 | |
| (M02A) Certificate of Competence in Educational Testing | 7 | * | * | * | | | | | | | | * | | | | | | * | * | |
| (M02B) Educational Testing – Application & Reflection Module | 7 | | | | | | | | | | * | | | | | * | | * | * | |