

PROGRAMME SPECIFICATION AND CURRICULUM MAP FOR



PGCert Special Educational Needs and Disability (Autism Spectrum Conditions)

1. Programme title	PGCert Special Educational Needs and Disability (Autism Spectrum Conditions)
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 eg IELTS 6.5

10. Aims of the programme

The programme aims to:

- To develop a comprehensive and critical understanding of the history of autism and the emergence of a spectrum of autism conditions.
- To critically examine the research on autism and demonstrate both knowledge and understanding of both its applications and limitations.
- To develop an enhanced understanding of how the current knowledge of the

autism spectrum informs educational policy and practice.

- To critically examine the research on interventions in the field of autism spectrum conditions through a comparative study.

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. The history of the concept of autism, including the recognition of an 'autism spectrum'. 2. The range of approaches and interventions advocated for supporting students with Autism Spectrum Disorders in schools. 3. The way in which theory, research and knowledge explored in the module has impacted on educational policy and practice for students with Autism Spectrum Conditions. 4. The way in which theory, research and knowledge impact on assessment practice and the development of interventions. 	<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 the concept of autism with reference to literature and research. 2. Identify links between the concept of the Autism Spectrum and individual needs in the school setting. 3. Identify and critically analyse factors that have shaped educational policy and practice for students with Autism Spectrum Conditions. Describe and evaluate the educational pathway of an individual with an autism spectrum condition, with reference to 	<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>identification, assessment and interventions.</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. Reflect on observations and experiences of professional practice and to make links with the theories and research. 2. Compare and contrast two interventions, identifying any underlying psychological theories and research evidence for effectiveness 	<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>

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

12. 1 Overall structure of the programme

Delegates complete two modules :

- M03A Autism Spectrum Condition – Skills & Knowledge Module (30 credits) – 1 year duration*
- M03B Autism Spectrum Condition – Application & Reflection Module (30 credits) – 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>M03A Autism Spectrum Condition – Skills & Knowledge Module</p> <p>M03B Autism Spectrum Condition – Application & Reflection</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 Autism Spectrum Conditions

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 history of the concept of autism, including the recognition of an 'autism spectrum'.	C1	Reflect on observations and experiences of professional practice and to make links with the theories and research.
A2	The range of approaches and interventions advocated for supporting students with Autism Spectrum Disorders in schools.	C2	Compare and contrast two interventions, identifying any underlying psychological theories and research evidence for effectiveness
A3	The way in which theory, research and knowledge explored in the module has impacted on educational policy and practice for students with Autism Spectrum Conditions.		
A4	The way in which theory, research and knowledge impact on assessment practice and the development of interventions		
Cognitive skills		Graduate Skills	
B1	Critically evaluate the concept of autism with reference to literature and research.	D1	Critically analyse the current research and good practice guidance against existing policy and applied practice in their educational setting.
B2	Identify links between the concept of the Autism Spectrum and individual needs in the school setting. Identify and critically analyse factors that have shaped educational policy and practice for students with Autism Spectrum Conditions. Describe and evaluate the educational pathway of an individual with an autism spectrum condition, with reference to identification, assessment and interventions.	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.
B3	Identify and critically analyse factors that have shaped educational policy and practice for students with Autism Spectrum Conditions. Describe and evaluate		

	the educational pathway of an individual with an autism spectrum condition, with reference to identification, assessment and interventions.	
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Programme outcomes										
A1	A2	A3	A4	B1	B2	B3	C1	C2	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	B1	B2	B3	C1	C2	D1	D2		
<u>M03A: Skills & Knowledge module</u>	7	*	*			*	*	*			*	*		
<u>M03B: Application & Reflection module</u>	7			*	*				*		*	*		