

PROGRAMME SPECIFICATION AND CURRICULUM MAP FOR



PGCert Special Educational Needs and Disability (Social, Emotional and Behavioural Difficulties)

1. Programme title	PGCert Special Educational Needs and Disability (Social, Emotional and Behavioural Difficulties)
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:

- Develop participants' understanding of theories influencing approaches to working with children with SEBD.
- Develop participants' understanding of the history of SEBD in the UK context.
- Ensure that students understand key aspects of 'normal' child development and their likely relationship to social, emotional and behavioural difficulties (SEBD).
- Develop participants' understanding of the characteristics of children and young people with SEBD and how the labelling process works.

- Develop participants' understanding of the legislation and current trends relating to SEBD.
- Develop student's knowledge and understanding of SEBD and the ways in which such difficulties can be both identified and appropriately supported in the learning and social contexts.
- Provide opportunities for students to identify and develop strategies for the management of children who are experiencing SEBD.
- Understand and respond with enhanced skill to more specific mental health difficulties and well-being issues in children with SEBD.

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 nature of SEBD: definitions, identification, prevalence, history. 2. Approaches to working with children with SEBD. 3. Relevant legislation and guidance (past and current). 4. Typical and atypical social/emotional development, including the development of attachment. 5. The interface between SEBD and mental health theories about risk and resilience drawn from mental health research. 6. Specific difficulties such as self-harm, anxiety, depression, and eating disorders. 7. Identification and support for SEBD. 8. The process of practitioner/action research, as applied to SEBD case examples. 	<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. Evaluate their own work context in relation to local and national provision for children with SEBD. 2. Critically analyse approaches to the management of SEBD. 	<p>Teaching/learning methods</p> <p>Students develop cognitive skills through reading, reflecting on past and current experience by recording this in their reflective learning log, and through engaging in asynchronous discussions within the online forum.</p> <p>Assessment Method</p> <p>Students' cognitive skills are assessed by</p>

<ol style="list-style-type: none"> 3. Review psychological theories underpinning social/emotional development. 4. Critique tools for assessment and identification. 	<p>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. Assess, plan and monitor provision for group and individual needs utilising evidence based approaches and resources. 2. Apply and evaluate a range of strategies and interventions to manage behaviour 3. Use evidence-based approaches and strategies in order to empower children to express themselves. 4. Work in a manner that is sensitive to child-safety/ protection issues. 5. Use enquiry techniques to research and evaluate provision for SEBD. 6. Apply knowledge to practice in the real world context. 	<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:

- (MO4A) Social, Emotional and Behavioural Difficulties – Skills & Knowledge Module (30 credits) – up to 1 year duration*
- (M04B) Social, Emotional and Behavioural Difficulties – 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
(MO4A) Social, Emotional and Behavioural Difficulties – Skills & Knowledge Module (30 credits)	There are no optional choices.	
(M04B) Social, Emotional and Behavioural Difficulties – 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 Social, Emotional and Behavioural Difficulties

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 nature of SEBD: definitions, identification, prevalence, history.	C1	Assess, plan and monitor provision for group and individual needs utilising evidence based approaches and resources.
A2	Approaches to working with children with SEBD.	C2	Apply and evaluate a range of strategies and interventions to manage behaviour.
A3	Relevant legislation and guidance (past and current).	C3	Use evidence-based approaches and strategies in order to empower children to express themselves.
A4	Typical and atypical social/emotional development, including the development of attachment.	C4	Work in a manner that is sensitive to child-safety/ protection issues.
A5	The interface between SEBD and mental health theories about risk and resilience drawn from mental health research.	C5	Use enquiry techniques to research and evaluate provision for SEBD.
A6	Specific difficulties such as self-harm, anxiety, depression, and eating disorders.	C6	Apply knowledge to practice in the real world context.
A7	Identification and support for SEBD.		
A8	The process of practitioner/action research, as applied to SEBD case examples.		
Cognitive Skills		Graduate Skills	
B1	Evaluate their own work context in relation to local and national provision for children with SEBD.	D1	Critically analyse the current research and good practice guidance against existing policy and applied practice in their educational setting

B2	Critically analyse approaches to the management of SEBD.	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	Review psychological theories underpinning social/emotional development.		
B4	Critique tools for assessment and identification.		

Programme outcomes																			
A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	C1	C2	C3	C4	C5	C6	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	7	7	7

Module Title	Module Code by Level	Programme outcomes																			
		A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	C1	C2	C3	C4	C5	C6	D1	D2
(M04A) Social, Emotional and Behavioural Difficulties – Skills & Knowledge Module	7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
(M04B) Social, Emotional and Behavioural Difficulties – Application & Reflection Module	7											*	*	*	*	*	*	*	*	*	*