

# PROGRAMME SPECIFICATION AND CURRICULUM MAP FOR



PGCert Special Educational Needs and Disability (Dyslexia: Leadership and Intervention)

<b>1. Programme title</b>	PGCert Special Educational Needs and Disability (Dyslexia: Leadership and Intervention)
<b>2. Awarding institution</b>	Middlesex University
<b>3. Teaching institution</b>	Real Training
<b>4. Programme accredited by</b>	
<b>5. Final qualification</b>	Postgraduate Certificate
<b>6. Academic year</b>	2012-2013
<b>7. Language of study</b>	English
<b>8. Mode of study</b>	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:

- Undertake a leadership role in their setting related to literacy/SpLD.
- Understand typical and atypical development in relation to literacy acquisition, including theories of emergent literacy in preschool children and the role of language acquisition in literacy acquisition.
- Understand theories about reading failure, including those related to dyslexia/SpLD, and principles of effective instruction and programme design

including how to evaluate interventions.

- Understand best practice in relation to identification of dyslexia/SpLD.
- Know how pupils with literacy difficulties can be supported in the general classroom and understand the key points for effective teaching of basic literacy skills.
- Confidently commission or employ the appropriate expertise to deliver dyslexia interventions for individuals, groups and the whole school.
- Reflect on the impact of literacy support at individual learner level and at strategic management level.

<b>11. Programme outcomes</b>	
<p><b>A. Knowledge and understanding</b></p> <p>On completion of this programme the successful student will have knowledge and understanding of:</p> <ol style="list-style-type: none"> <li>1. Theories about language and reading acquisition and the impact of factors that may influence acquisition.</li> <li>2. The simple view of reading and the dual route cascade model of reading, including the role of memory in the reading process.</li> <li>3. In-depth knowledge about reading failure, including links to self-esteem/motivation and the role of the learning environment.</li> <li>4. Dyslexia/SpLD as a type of reading difficulty.</li> <li>5. Approaches to, and the management of, intervention in reading difficulties, including those that specifically target dyslexia/SpLD, with reference to the role of instructional theory.</li> <li>6. At least one structured intervention/approach to literacy/dyslexia support.</li> <li>7. The role of Wave 1 quality first teaching, in the context of strategic leadership for literacy/SpLD.</li> </ol>	<p><b>Teaching/learning methods</b></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><b>Assessment Method</b></p> <p>Students' knowledge and understanding is assessed by written coursework comprising of critical analysis, applied practice analysis and reflective analysis.</p>
<p><b>B. Cognitive (thinking) skills</b></p> <p>On completion of this programme the successful student will be able to:</p> <ol style="list-style-type: none"> <li>1. Critically analyse models and theories about reading failure.</li> <li>2. Inform others (for example, professional colleagues, parents) about reading acquisition and</li> </ol>	<p><b>Teaching/learning methods</b></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><b>Assessment Method</b></p>

<p>3. failure, including SpLD. Evaluate suitable interventions/approaches for failing readers.</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><b>C. Practical skills</b></p> <p>On completion of the programme the successful student will be able to:</p> <ol style="list-style-type: none"> <li>1. Manage a screening process and the identification of literacy difficulties, including SpLD.</li> <li>2. Manage the implementation of and evaluate an intensive specialised teaching programme to meet the needs of a child or children with literacy difficulties.</li> <li>3. Evaluate the effectiveness of a literacy intervention programme.</li> <li>4. Commission outside support for literacy difficulties/dyslexia/SpLD.</li> <li>5. Deploy other teaching staff and./or teaching assistants in order to support pupils with literacy difficulties/dyslexia/SpLD.</li> <li>6. Evaluate the impact of support staff.</li> </ol>	<p><b>Teaching/learning methods</b></p> <p>Students learn practical skills through assigned tasks within their applied educational setting and coaching.</p> <p><b>Assessment Method</b></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><b>D. Graduate Skills</b></p> <p>On completion of this programme the successful student will be able to:</p> <ul style="list-style-type: none"> <li>• Critically analyse the current research and good practice guidance against existing policy and applied practice in their educational setting.</li> <li>• 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.</li> </ul>	<p><b>Teaching/learning methods</b></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><b>Assessment method</b></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:

- (M05A) Dyslexia: Leadership and Intervention – Skills & Knowledge Module (30 credits) – up to 1 year duration\*
- (M05B) Dyslexia: Leadership and Intervention – 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
<p>Students must take all of the following:</p> <p>(M05A) Dyslexia: Leadership and Intervention – Skills &amp; Knowledge Module (30 credits)</p> <p>(M05B) Dyslexia: Leadership and Intervention – Application &amp; Reflection Module (30 credits) – up to 1 year duration*</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 Dyslexia: Leadership and Intervention

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 about language and reading acquisition and the impact of factors that may influence acquisition.	C1	Manage a screening process and the identification of literacy difficulties, including SpLD.
A2	The simple view of reading and the dual route cascade model of reading, including the role of memory in the reading process.	C2	Manage the implementation of and evaluate an intensive specialised teaching programme to meet the needs of a child or children with literacy difficulties.
A3	In-depth knowledge about reading failure, including links to self-esteem/motivation and the role of the learning environment.	C3	Evaluate the effectiveness of a literacy intervention programme.
A4	Dyslexia/SpLD as a type of reading difficulty.	C4	Commission outside support for literacy difficulties/dyslexia/SpLD.
A5	Approaches to, and the management of, intervention in reading difficulties, including those that specifically target dyslexia/SpLD, with reference to the role of instructional theory.	C5	Deploy other teaching staff and/or teaching assistants in order to support pupils with literacy difficulties/dyslexia/SpLD.
A6	At least one structured intervention/approach to literacy/dyslexia support.	C6	Evaluate the impact of support staff.
A7	The role of Wave 1 quality first teaching, in the context of strategic leadership for literacy/SpLD.		
Cognitive Skills		Graduate Skills	
B1	Critically analyse models and theories about reading failure.	D1	Critically analyse the current research and good practice guidance against existing policy and applied practice in their educational setting.
B2	Inform others (for example, professional colleagues, parents) about reading acquisition and failure, including SpLD. Evaluate suitable interventions/approaches for failing readers.	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.

Programme outcomes																
A1	A2	A3	A4	A5	A6	A7	B1	B2	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

Module Title	Module Code by Level	Programme outcomes																	
		A1	A2	A3	A4	A5	A6	A7	B1	B2	C1	C2	C3	C4	C5	C6	D1	D2	
(M05A) Dyslexia: Leadership and Intervention – Skills & Knowledge Module	7	*	*	*	*	*		*				*					*		
(M05B) Dyslexia: Leadership and Intervention – Application & Reflection Module	7					*			*	*		*	*	*	*	*	*	*	*