PROGRAMME SPECIFICATION AND CURRICULUM MAP FOR

PGCert Special Educational Needs and Disability (General Moderate Learning Difficulties)

1. Programme title	PGCert Special Educational Needs and Disability (General Moderate Learning 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:

Aims

- To develop critical awareness of models and frameworks for understanding General Learning Difficulties/Moderate Learning Difficulties (GLD/MLD).
- To develop thorough knowledge of the characteristics and implications of GLD/MLD.
- To develop critical understanding of the processes of assessment and teaching

for children with GLD/MLD.
- To critically examine the research on effective interventions for learners with GLD/MLD.

11. Programme outcomes

A. Knowledge and understanding	Teaching/learning methods
On completion of this programme the successful student will have knowledge and understanding of: 1. The development of the terms GLD/MLD and their place in the eduational context (the focus will be on UK context but there will be a recognition that other contexts will be relevant for some students). 2. Characteristics associated with GLD, and how these characteristics impact on the learning and progress of children with GLD. 3. A range of strategies and adaptations for teaching children with GLD and an understanding of why they may be considered appropriate. 4. The characteristics associated with GLD and experiential evidence of how these characteristics impact on the learning and progress of children with GLD, including from the point of view of the child and parents/carers. 5. A range of strategies and adaptations for teaching children with GLD and experiential evidence of their effectiveness or otherwise.	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. **Assessment Method** Students' knowledge and understanding is assessed by written coursework comprising of critical analysis, applied practice analysis and reflective analysis.
B. Cognitive (thinking) skills	**Teaching/learning methods**
On completion of this programme the successful student will be able to: 1. Critically compare different models of understanding GLD, including reference to the concept of intelligence and the importance of context. 2. Identify the relationship between GLD and other areas of SEND. 3. Critically evaluate research and	Students develop cognitive skills through engagement with the course learning resources and tasks requiring critical analysis, and evaluation of existing paradigms and practices. **Assessment Method** 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

theory relating to the assessment and teaching of children with GLD.	opportunities and challenges presented within their applied workplace setting.

C. Practical skills On completion of the programme the successful student will be able to: 1. Assess, plan and monitor provision for group and individual needs utilising evidence based approaches and resources. 2. Apply and evaluate approaches and specific interventions to maximise learning in particular settings.	**Teaching/learning methods** Students learn practical skills through assigned tasks within their applied educational setting and coaching. **Assessment Method** 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. Students will demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional level.
D. Graduate Skills On completion of this programme the successful student will be able to: 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.	**Teaching/learning methods** Students will develop enhanced academic skills through the support and tutoring available within the module and through formative feedback for their assignments. **Assessment method** Students' graduate skills will be assessed through the submission of the assignments for these modules including critical analysis, applied practice analysis and reflective analysis. Assignments, applied practice tasks, contributions to forum discussions, interactions with tutors.

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

12. 1 Overall structure of the programme

Delegates complete two modules:

- (M06A) General Moderate Learning Difficulties – Skills & Knowledge Module (30 credits) – up to 1 year duration*
- (M06B) General Moderate Learning 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
Students must take all of the following: (M06A) General Moderate Learning Difficulties – Skills & Knowledge Module (M06B) General Moderate Learning Difficulties – Application & Reflection Module	There are no optional choices.	

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 General Moderate Learning 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	
A1	The development of the terms GLD and their place in the educational context (the focus will be on UK context but there will be a recognition that other contexts will be relevant for some students).
A2	Characteristics associated with GLD, and how these characteristics impact on the learning and progress of children with GLD.
A3	A range of strategies and adaptations for teaching children with GLD and an understanding of why they may be considered appropriate.
A4	The characteristics associated with GLD and experiential evidence of how these characteristics impact on the learning and progress of children with GLD, including from the point of view of the child and parents/carers.
A5	A range of strategies and adaptations for teaching children with GLD and experiential evidence of their effectiveness or otherwise.

Cognitive Skills	
B1	Critically compare different models of understanding GLD, including reference to the concept of intelligence and the importance of context.
B2	Identify the relationship between GLD and other areas of SEND.

Practical skills	
C1	Assess, plan and monitor provision for group and individual needs utilising evidence based approaches and resources.
C2	Apply and evaluate approaches and specific interventions to maximise learning in particular settings.

Graduate Skills	
D1	Critically analyse the current research and good practice guidance against existing policy and applied practice in their educational setting.
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	Critically evaluate research and theory relating to the assessment and teaching of children with GLD.

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			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
(M06A) General Moderate Learning Difficulties – Skills & Knowledge Module	7	*	*	*							*	*	*						*	*
(M06B) General Moderate Learning Difficulties – Application & Reflection Module	7				*	*											*	*	*	*