

PROGRAMME SPECIFICATION AND CURRICULUM MAP FOR



PGCert Special Educational Needs and Disability (Speech, Language and Communication Needs)

1. Programme title	PGCert Special Educational Needs and Disability (Speech, Language and Communication Needs)
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:

- To understand speech, language and communication needs (SLCN) and its relationship to learning and other areas of children and young people's development.
- To understand the nature and range of SLCN and their potential impacts for children and young people.
- To understand the ways in which SLCN may be identified, assessed and profiled.

- To understand a range of ways in which SLCN can be effectively supported.
- To understand the professional issues in joint working within schools and with other agencies in supporting SLCN.
- Aims
- To apply skills and knowledge from to real life contexts.
- To innovate, implement and evaluate holistic plans of support for pupils with SLCN, based on theoretical knowledge and evidenced-based practice.

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 development of Speech Language and Communication and its relevance to pupils' learning, social, emotional development and behaviour. 2. SLCN and the interaction to other areas of SEND. 3. The scope, processes and methods of supporting pupils with SLCN in schools. 	<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 impact for pupils with SLCN at the learning, social, emotional and behavioural levels, with reference to current theory and evidence. 2. Critically evaluate the processes and methods used, in identifying, assessing and profiling a child or young person's SLCN. 3. Critically evaluate a range of ways SLCN can be supported in the classroom and wider school context and analyse how their effectiveness may be evaluated. 4. Evaluate ways to fully engage 	<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>children and young people with SLCN in all aspects of their support.</p> <p>5. Evaluate the factors contributing to effective inter-professional and inter-agency collaboration in relation to children with SLCN</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. Analyse current barriers for pupils with SLCN in accessing any elements of their school and develop original solutions to remove or reduce these barriers. 2. Construct a holistic profile of the needs of a child or young person with SLCN, including their strengths, synthesising formal and informal assessment information. 3. Analyse the impact of evidence-informed changes to the learning environment to support SLCN. 4. Innovate evidence-informed support for pupils with SLCN. 5. Critically evaluate planned support for pupils with SLCN. 	<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>

<p>12. Programme structure (levels, modules, credits and progression requirements)</p>
<p>12. 1 Overall structure of the programme</p>

Delegates complete two modules:

- (M07A) Speech, Language and Communication Needs – Skills & Knowledge Module (30 credits) – up to 1 year duration*
- (M07B) Speech, Language and Communication Needs – 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>(M07A) Speech, Language and Communication Needs – Skills & Knowledge Module (30 credits)</p> <p>(M07B) Speech, Language and Communication Needs – 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 Speech, Language and Communication Needs

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 development of Speech Language and Communication and its relevance to pupils' learning, social, emotional development and behaviour.	C1	Analyse current barriers for pupils with SLCN in accessing any elements of their school and develop original solutions to remove or reduce these barriers.
A2	SLCN and the interaction to other areas of SEND.	C2	Construct a holistic profile of the needs of a child or young person with SLCN, including their strengths, synthesising formal and informal assessment information
A3	The scope, processes and methods of supporting pupils with SLCN in schools.	C3	Analyse the impact of evidence-informed changes to the learning environment to support SLCN.
A4		C4	Innovate evidence-informed support for pupils with SLCN.
A5		C5	Critically evaluate planned support for pupils with SLCN.
Cognitive Skills		Graduate Skills	
B1	Critically evaluate the impact for pupils with SLCN at the learning, social, emotional and behavioural levels, with reference to current theory and evidence.	D1	Critically analyse the current research and good practice guidance against existing policy and applied practice in their educational setting.
B2	Critically evaluate the processes and methods used, in identifying, assessing and profiling a child or young person's SLCN.	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 a range of ways SLCN can be supported in the classroom and wider school context and analyse how their		

	effectiveness may be evaluated										
B4	Evaluate ways to fully engage children and young people with SLCN in all aspects of their support.										
B5	Evaluate the factors contributing to effective inter-professional and inter-agency collaboration in relation to children with SLCN										

Programme outcomes																		
A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	D1	D2	
Highest level achieved by all graduates																		
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	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	D1	D2
(M07A) Speech, Language and Communication Needs – Skills & Knowledge Module	7	*	*									*	*	*				*	*
(M07B) Speech, Language and Communication Needs – Application & Reflection Module	7			*								*	*	*	*	*	*	*	*