

# PROGRAMME SPECIFICATION AND CURRICULUM MAP FOR



PGCert Special Educational Needs and Disability (Severe, Profound and Complex Learning Difficulties)

<b>1. Programme title</b>	PGCert Special Educational Needs and Disability (Severe, Profound and Complex Learning Difficulties)
<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 Severe, Profound and Complex Learning Difficulties
- 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:

- Increase participants' skills to identify how the communication of children with SLD/PMLD/CLDD can be developed.
- Develop participants' skills in identifying how communication between the child, their families and professionals can be developed and enhanced.

- Develop participants' understanding of the legislation and current trends relating to SLD/PMLD/CLDD.
- Develop participants' understanding of other services working with Children with SLD/PMLD/CLDD.
- Develop participants' understanding of safeguarding, privacy and dignity issues in relation to physical/ personal care needs and medical support of Children with SLD/PMLD/CLDD.
- Develop understanding of family centred/ family focussed practice.
- Increase confidence in the use of approaches which facilitate positive changes in behaviour.
- Increased skill in developing an appropriate curriculum which uses a range of teaching approaches to address a variety of needs.
- Increased understanding of issues involved in working with families of children with SLD/PMLD/CLDD, and the challenges involved in successful communication and inclusion of all family members in the process of meeting the needs of the child with SLD/PMLD/CLDD.

<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. Relevant legislation relating to practice with Children with SLD/PMLD/ CLDD.</li> <li>2. Current research and policy regarding the communication development needs of children with SLD/PMLD/CLD.</li> <li>3. The range of intervention strategies for pupils with SLD/PMLD/CLDD and the associated evidence base.</li> <li>4. Theories, working models and policies relating to key concepts of family-centred practice.</li> <li>5. Key aspects of physical/personal care and medical support likely to be encountered in children with SLD/PMLD/CLDD and related safeguarding privacy and dignity issues.</li> <li>6. The roles of different services involved with child with SLD/PMLD/CLDD, e.g. occupational therapy, physiotherapy, educational psychology.</li> <li>7. Ways of evaluating practice.</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><b>Teaching/learning methods</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 relevant research and consider implications for practice for children with SLD/PMLD/CLDD.</li> <li>2. Engage in critical reflection of current practice and areas for development, informed by research and evidence based approaches.</li> <li>3. Analyse and evaluate evidence in literature and policy relating to the key concepts of family-centred/family-focussed practice and identify how a child with SLD/PMLD/CLDD can affect family functioning.</li> </ol>	<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>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. Demonstrate evidence of facilitating positive changes in behaviour in children with SLD/PMLD/CLDD. Evaluate impact of a chosen intervention.</li> <li>2. Assess, plan and monitor curriculum provision for a variety of individual learning needs.</li> <li>3. Design contextually sensitive personalised communication intervention for children/young people with SLD/PMLD/CLDD.</li> <li>4. Initiate adaptations in the environment to facilitate change in behaviour that will bring about progress.</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> <ol style="list-style-type: none"> <li>1. Critically analyse the current research and good practice guidance against existing policy and applied practice in their educational setting.</li> <li>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.</li> </ol>	<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,</p>

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:

- (M08A) Severe, Profound and Complex Learning Difficulties – Skills & Knowledge Module (30 credits) – up to 1 year duration\*
- (M08B) Severe, Profound and Complex 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
<p>Students must take all of the following:</p> <p>(M08A) Severe, Profound and Complex Learning Difficulties – Skills &amp; Knowledge Module (30 credits)</p> <p>(M08B) Severe, Profound and Complex Learning Difficulties – Application &amp; Reflection Module (30 credits)</p>	<p>There are no optional choices.</p>	

<b>12.3 Non-compensatable modules (note statement in 12.2 regarding FHEQ levels)</b>	
<b>Module level</b>	<b>Module code</b>
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)**

<b>18. JACS code (or other relevant coding system)</b>	
<b>19. Relevant QAA subject benchmark group(s)</b>	

**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 Severe, Profound and Complex 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		Practical skills
A1	Relevant legislation relating to practice with Children with SLD/PMLD/CLDD.	C1 Demonstrate evidence of facilitating positive changes in behaviour in children with SLD/PMLD/CLDD. Evaluate impact of a chosen intervention.
A2	Current research and policy regarding the communication development needs of children with SLD/PMLD/CLD	C2 Assess, plan and monitor curriculum provision for a variety of individual learning needs
A3	The range of intervention strategies for pupils with SLD/PMLD/CLDD and the associated evidence base.	C3 Design contextually sensitive personalised communication intervention for children/young people with SLD/PMLD/CLDD.
A4	Theories, working models and policies relating to key concepts of family-centred practice	C4 Initiate adaptations in the environment to facilitate change in behaviour that will bring about progress.
A5	Key aspects of physical/personal care and medical support likely to be encountered in children with SLD/PMLD/CLDD and related safeguarding privacy and dignity issues.	
A6	The roles of different services involved with child with SLD/PMLD/CLDD, e.g. occupational therapy, physiotherapy, educational psychology.	
A7	Ways of evaluating practice.	
<b>Cognitive Skills</b>		<b>Graduate Skills</b>

B1	Critically analyse relevant research and consider implications for practice for children with SLD/PMLD/CLDD.	D1	Critically analyse the current research and good practice guidance against existing policy and applied practice in their educational setting.
B2	Engage in critical reflection of current practice and areas for development, informed by research and evidence based approaches.	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	Analyse and evaluate evidence in literature and policy relating to the key concepts of family-centred/family-focused practice and identify how a child with SLD/PMLD/CLDD can affect family functioning.		Use enquiry techniques to research and evaluate provision for SLD/PMLD/CLDD. Ability to give critical evaluation of the effectiveness of various curriculum models relating to SLD/PMLD/CLDD.

Programme outcomes												
A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	B5	D2
Highest level achieved by all graduates												
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	A9	B1	B2	B3	B4	B5	C1	C2	C3	C4	D1	D2	
(M08A) Severe, Profound and Complex Learning Difficulties) – Skills & Knowledge Module	7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
(M08B) Severe, Profound and Complex Learning Difficulties – Application & Reflection Module	7		*								*		*		*		*		*		*	*