

PROGRAMME SPECIFICATION AND CURRICULUM MAP FOR



PGCert Special Educational Needs and Disability (Listening to and Understanding Children, Parents and Carers)

1. Programme title	PGCert Special Educational Needs and Disability (Listening to and Understanding Children, Parents and Carers)
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 understanding of the history of listening to and consulting with children, parents and carers.
- Develop participants' understanding of the legislation and current trends in listening to and understand children, parents and carers.
- Develop participants' understanding of the different models of partnership.
- Develop participants' understanding of the place of power and ethics in listening to and understanding children, parents and carers.

- Develop participants' understanding of a human rights approach to children's participation.
- Develop participants' ability to use a range of approaches in listening to and understand children, parents and carers.
- Develop participants' abilities to reflect on their own skills in listening to and understanding children, parents and carers.

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 different discourses and views of children, parents and carers and how these relate to listening and understanding children, parents and carers. 2. Approaches to listening to and understanding the views of children, parents and carers and how these have been researched. 3. Ethical issues relating to listening to and understanding children, parents and carers. 4. The relevant legislation and guidance (past and present). 5. Models of partnership with parents and carers. 6. The relationship between parents and carers and education. 7. The relationship between parents and carers and professional through consideration of partnership models. 8. The contextual factors that impact on parents views and the assumptions that can be made by others. 9. Ways and approaches to listening to and understanding the views of children, parents and carers. 10. Reflected on ethical and power issues relating to listening to and understanding children, parents and carers. 	<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</p>	<p>Teaching/learning methods</p> <p>Students develop cognitive skills through</p>

<p>student will be able to:</p> <ol style="list-style-type: none"> 1. Evaluate their own work context in relation to local and national approaches to listening to and understanding children, parents and carers. 2. Critically consider approaches to listening to and understanding children, parents and carers. 3. Critically consider models of partnership with parents. 4. Review psychological theories underpinning tools to use in listening and understanding children, parents and carers. 	<p>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>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. Use a range of approaches to listen to and understand the views of children, parents and carers. 2. Evaluated different approaches to listening to and understanding the views of children, parents and carers. 3. Reflect on their own skills in listening to and understanding the views of children, parents and carers. 4. Work in a manner that is sensitive to safeguarding issues. 5. Apply knowledge to practice in a 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,</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:

- (M09A) Listening to and Understanding Children, Parents and Carers – Skills & Knowledge Module (30 credits) – up to 1 year duration*
- (M09B) Listening to and Understanding Children, Parents and Carers – 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
(M09A) Listening to and Understanding Children, Parents and Carers – Skills & Knowledge Module (30 credits)	There are no optional choices.	
(M09B) Listening to and Understanding Children, Parents and Carers – 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 Listening to and Understanding Children, Parents and Carers

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 different discourses and views of children, parents and carers and how these relate to listening and understanding children, parents and carers.	C1	Use a range of approaches to listen to and understand the views of children, parents and carers.
A2	Approaches to listening to and understanding the views of children, parents and carers and how these have been researched.	C2	Evaluated different approaches to listening to and understanding the views of children, parents and carers.
A3	Ethical issues relating to listening to and understanding children, parents and carers.		Reflect on their own skills in listening to and understanding the views of children, parents and carers.
A4	The relevant legislation and guidance (past and present).		Work in a manner that is sensitive to safeguarding issues.
A5	Models of partnership with parents and carers.		Apply knowledge to practice in a real world context.
A6	The relationship between parents and carers and education.		
A7	The relationship between parents and carers and professional through consideration of partnership models.		
A8	The contextual factors that impact on parents views and the assumptions that can be made by others.		
A9	Ways and approaches to listening to and understanding the views of children, parents and carers.		
A10	Reflected on ethical and power issues relating to listening to and understanding children, parents and carers.		

Cognitive Skills		Graduate Skills																			
B1	Evaluate their own work context in relation to local and national approaches to listening to and understanding children, parents and carers. Critically consider approaches to listening to and understanding children, parents and carers. Critically consider models of partnership with parents. Review psychological theories underpinning tools to use in listening and understanding children, parents and carers.	D1																			Critically analyse the current research and good practice guidance against existing policy and applied practice in their educational setting.
B2		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																				
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	7

Module Title	Module Code by Level	Programme outcomes																					
		A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	D1	D2
(M09A) Listening to and Understanding Children, Parents and Carers – Skills & Knowledge Module	7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
(M09B) Listening to and Understanding Children, Parents and Carers – Application & Reflection Module	7								*	*	*	*	*	*	*	*	*	*	*	*	*	*	*