

Programme specification and curriculum map for

Master of Education Professional Practice in Dyslexia and Literacy



1. Programme title	MEd in Professional Practice in Dyslexia and Literacy
2. Awarding institution	Middlesex University
3. Teaching institution	Real Training
4. Programme accredited by	
5. Final qualification	Master of Education
6. Academic year	2020-2021
7. Language of study	English
8. Mode of study	Distance Learning

9. Criteria for admission to the programme

The MEd Professional Practice in Dyslexia and Literacy has been put in place as a route for participants from the Dyslexia Action (DA) Training, Dyslexia and Literacy courses, to gain a Masters qualification.

- a) Applicants should have already completed DA Training modules amounting to 120 credits, at which point they will be able to enrol on the 60 credit Enquiry-based SEND practice module to complete their Masters level qualification.
- b) If an applicant has fewer than 120 credits from the specified DA Training Dyslexia and Literacy provision, but is deemed to have covered (or be in the process of completing) the same subject area/learning outcomes through Real Training modules or RPL, they will also be able to choose to enrol on/exit with the MEd Professional Practice in Dyslexia. The equivalence will need to be agreed prior to enrolment.

N.B. At point of enrolment, new students who have completed the appropriate DA Training modules will be able to choose between the entry awards: MEd in Professional Practice in Dyslexia and Literacy, or the MEd SEND.

The MEd in Professional Practice in Dyslexia and Literacy is a programme for teachers and other educational professionals. Applicants will need to be working in an educational setting and be suitably qualified for such a role; for example QTS or equivalent.

Prospective students should possess an undergraduate degree or equivalent.

Applicants can work in any phase of education (early years, primary, secondary, FE/HE) and in any institution recognised as a school provided that they meet at least one of the following criteria:

- Special Educational Needs Coordinator (SENCo).
- Aspiring SENCo.
- School leader.
- Teacher or professional working in a specialised provision or context (for example, a special school).

Candidates will need a high level of competence in the use of English, equivalent to at least 6.5 (with a minimum of 6 in each component) in the IELTS test or TOEFL 575 (paper based), 237 (computer based). See section B of University Regulations for Admission. See <http://www.mdx.ac.uk/intcampus/noidacentre/entry/index.aspx>

The programme may be open to individuals who do not have an undergraduate degree or QTS. Admission will be at the discretion of the programme leader. For more information, contact Katie Hickin (katie.hickin@realgroup.co.uk).

Please note that where individuals without QTS are admitted to the programme, successful completion **does not** confer QTS.

10. Aims of the programme

The programme aims to enable professionals working in the area of SEND to:

- Become equipped with a range of skills and knowledge that will enable them to meet the needs of vulnerable groups of children and their families.
- Develop professional practice via the application of skills and knowledge.
- Study some aspects of Dyslexia and Literacy approaches in greater depth.
- Develop practice using the findings of published research and via critical analysis of the evidence base for interventions for Dyslexia and Literacy development.
- Develop their skills as practitioner researchers.
- Develop different models of partnership with an understanding of the place of power and ethics in listening to and understanding children, parents and carers.

11. Programme outcomes

A. Knowledge and understanding

On completion of this programme the successful student will have knowledge and understanding of:

1. the research, literature, policy and guidance surrounding this area of Dyslexia and Literacy specialism
2. the way in which theory and research contribute to development of professional practice in Dyslexia and Literacy teaching
3. the range of effective approaches to assessment and provision for supporting pupils with Dyslexia and Literacy difficulties
4. how knowledge explored in the module has impacted on wider educational policy and professional practices
5. the range of research paradigms

Teaching/learning methods

Students gain knowledge and understanding through:

- Engagement with the programme materials
- Tutor directed reading
- Individually directed reading in a specialist area
- Problem based and enquiry-based learning scenarios
- Engagement in online discussion forums

Assessment methods

Students' knowledge and understanding is assessed by coursework and critical analysis assignments, which are detailed in module narratives. Assessment methods will vary according to module content and focus but can include:

- Written assignments.
- Reflective journals.
- Critical literature reviews.
- Engagement in problem-based learning scenarios.
- Critique of local policy and practice.
- Action research that includes rigorous design/procedure/justification.
- Multimedia presentation/seminar with accompanying notes

B. Cognitive (thinking) skills

On completion of this programme the successful student will be able to:

1. critically analyse and evaluate different approaches to assessment or intervention for Dyslexia and Literacy
2. identify and critically analyse factors that have shaped educational policy and practice for students with Dyslexia and Literacy difficulties
3. critically reflect on own practice in relation to focussed area of Dyslexia and Literacy
4. synthesise and critique relevant literature and research evidence in order to inform a systematic enquiry related to an aspect of Dyslexia and Literacy development
5. critically evaluate and reflect on their own practice and/or research
6. critically evaluate and reflect on their own practice and/or research.

Teaching/learning methods

Students learn cognitive skills through:

- Engagement with the programme materials
- Tutor-directed reading
- Individually directed reading in a specialist area
- Problem based and enquiry-based learning scenarios
- Engagement in online discussion forums

Assessment methods

Students' cognitive skills are assessed by coursework and critical analysis or reflective analysis assignments, which are detailed in module narratives. Assessment methods will vary according to module content and focus but may include:

- Written assignments.
- Reflective journals.
- Critical literature reviews.
- Engagement in problem-based learning scenarios.
- Critique of local policy and practice.
- Action research that includes rigorous design/procedure/justification.
- Multimedia presentation/seminar with accompanying notes.
- Portfolio of evidence which might include multimedia productions.

C. Practical skills

On completion of the programme the successful student will be able to:

1. analyse current barriers for pupils with Dyslexia and Literacy difficulties in accessing any element of their education and develop evidence-informed solutions to enhance inclusion.
2. apply knowledge to practice in the real world context
3. engage in reflective practice in order to enhance pedagogy
4. design, implement and critically evaluate the impact of evidence-informed provision for pupils in the learning environment
5. evaluate the impact of research evidence/evidence bases on Dyslexia and Literacy teaching practice.

Teaching/learning methods

Students learn practical skills through

- Engagement with the programme materials.
- Tutor-directed reading.
- Individually directed reading in a specialist area.
- Problem-based and enquiry-based learning.
- Engagement in online discussion forums.

Assessment methods

Students' practical skills are assessed by coursework and practice analysis assignments, which are detailed in module narratives. Assessment methods will vary according to module content and focus but may include:

- Written assignments.
- Reflective journals.
- Critical literature reviews.
- Engagement in problem-based learning scenarios.
- Critique of local policy and practice.
- Action research that includes rigorous design/procedure/justification.
- Multimedia presentation/seminar with accompanying notes.
- Portfolios of evidence which might include multimedia productions.

In particular, assessment of practical skills will examine the extent to which students are able to make theory and practice links and

	thus enhance the experience of the children or young people with whom they are working.
<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"> critically analyse the current research and good practice guidance against existing policy and applied practice in their educational setting 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. deal with complex issues systematically and communicate their understanding clearly and effectively. 	<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>

12. Programme structure (levels, modules, credits and progression requirements)								
12. 1 Overall structure of the programme								
	DA Training modules				Equivalent Real Training modules/RPL			M12
credit value	120	40	60 or 80	100	90	60	30	60
MEd route 1 (typical - with 120 credits)	*							*
MEd route 2a (if credits less than 120)		*			*			*

MEd route 2b (if credits less than 120)			*			*		*
MEd route 2c (if credits less than 120)				*			*	*

12.2 Levels and modules		
Level 7 (4)		
COMPULSORY	OPTIONAL	PROGRESSION REQUIREMENTS

<ul style="list-style-type: none"> ● Applicants should have completed modules on the Dyslexia Action Training Dyslexia and Literacy provision equating to between 40 - 120 masters level credits (20 credits per module): <ul style="list-style-type: none"> ○ A: Perspectives of Dyslexia and Literacy ○ B: Principles of Assessment for Dyslexia and Literacy ○ C: Structured Teaching Intervention for Dyslexia and Literacy ○ D: Assessment of Literacy Related Difficulties ○ E: Assessment of Specific Learning Difficulty (Dyslexia) ○ F: Research in Language and Learning ● If less than 120 credits have been achieved, the deficit will need to be completed through Real Training modules or RPL <p><u>AND:</u></p> <ul style="list-style-type: none"> ● M12 Enquiry-based SEND Practice (60 credits) - taken in the final year of the programme 	<p>Real Training modules which <u>may</u> be taken in order to bring the total credits up to to 120:</p> <ul style="list-style-type: none"> ● M02A Certificate of Competence in Educational Testing ● M05A Dyslexia - Leadership and Intervention (S&K) ● M05C Dyslexia - Professional Reporting Writing ● M13 Evidence and Pedagogy for Inclusion (with focus on Dyslexia and Literacy) <p>please note</p> <ol style="list-style-type: none"> a) a Real Training module cannot be taken to bring the credits up to 120 if that module is considered equivalent to the content of modules already achieved on the DA Training programme b) If the applicant has fewer than 120 credits, the application will be reviewed before enrolment to determine which modules (if any) may be taken to allow the applicant to progress to the MEd Professional Practice in Dyslexia and Literacy. 	<p>Students must have successfully completed 180 credits for progression to MEd in Professional Practice in Dyslexia and Literacy</p>
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	c) restrictions may be listed on specific module pages.	
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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
Standard Middlesex University regulations apply to this programme. These can be found at: https://www.mdx.ac.uk/about-us/policies/university-regulations/

15. Placement opportunities, requirements and support (if applicable)
N/A

16. Future careers (if applicable)

Graduates of this programme will continue to work in their school or they will be able to apply for professional positions with more responsibility within the field of Dyslexia and Special Educational Needs and Disability. Also, graduates achieving this Master qualification will be equipped to begin study at PhD or Professional Doctorate level.

17. Particular support for learning (if applicable)

Support for online learning will be given as this programme is delivered via distance learning.

Students entering the programme may have a range of recent academic experience, with some continuing students, and some with a gap between their last studies at higher education and/or master's level.

Advice is available on all the modules to support any student with the study skills they need to undertake the programme including: Critical writing, Critical writing and Harvard referencing. Students are also encouraged to think critically about the area of SEND which they are engaged with.

Technical support for Campus Online learning platform and a general IT issues is provided by Real Training's IT department. Pastoral support is also provided by the Real Training team, who ensure each student's needs are treated according to their individual situation.

Tutorials are required for the final Enquiry-based SEND practice modules. These are facilitated by online video conferencing (such as Skype).

18. JACS code (or other relevant coding system)

X161

19. Relevant QAA subject benchmark group(s)

Level 7 (Framework for Higher Education Qualifications in England, Wales and Northern Ireland, 2008)

20. Reference points

- Middlesex University regulations. These can be found at:
<https://www.mdx.ac.uk/about-us/policies/university-regulations>
- QAA Relevant Subject Benchmark Statement(s)
<http://www.qaa.ac.uk/quality-code>
- Master's Degree Characteristics Statement - QAA
http://www.qaa.ac.uk/docs/qaa/quality-code/master's-degree-characteristics-statement.pdf?sfvrsn=6ca2f981_10f

21. Other information

This programme is designed by Real Training and is validated by Middlesex University.

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 MEd Professional Practice in Dyslexia and Literacy

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 research, literature, policy and guidance surrounding this area of SEND specialism	C1	Analyse current barriers for pupils with SEND in accessing any element of their education and develop evidence-informed solutions to enhance inclusion.

A2	The way in which theory and research contribute to development of professional practice in a specialist area of SEND	C2	Apply knowledge to practice in the real world context
A3	The range of effective approaches to assessment and provision for supporting pupils with SEND.	C3	Engage in reflective practice in order to enhance pedagogy
A4	Module has impacted on wider educational policy and professional practices	C4	Design, implement and critically evaluate the impact of evidence-informed provision for pupils in the learning environment
A5	The range of research paradigms	C5	Evaluate the impact of research evidence/evidence bases on SEND practice.
Cognitive Skills		Graduate Skills	
B1	Critically analyse and evaluate different approaches to assessment or intervention for a focussed area of SEND	D1	Critically analyse the current research and good practice guidance against existing policy and applied practice in their educational setting
B2	Identify and critically analyse factors that have shaped educational policy and practice for students with SEND	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 reflect on own practice in relation to focussed area of SEND.	D3	Deal with complex issues systematically and communicate their understanding clearly and effectively
B4	Synthesise and critique relevant literature and research evidence in order to inform a systematic enquiry related to an aspect of SEND practice		
B5	Critically evaluate and reflect on their own practice and/or research.		
B6	Systematically undertake a literature search.		

Programme outcomes																	
A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	D1	D2	D3
Highest level achieved by all graduates																	
7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7

Module Title	Module Code	Programme outcomes																		
		by Level																		
		A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	D1	D2	D3
DA Training modules (120 credits)	7	*	*	*	*		*	*	*	*	*		*	*	*	*		*	*	*
(M12) Enquiry-based SEND Practice	7		*			*		*			*	*			*	*	*	*	*	*

In the standard route the student would be expected to have completed the specified programme outcomes through the 6 modules/120 credit with Dyslexia Action Training. If the student has achieved fewer than 120 credits in this way, they will need to ensure the programme outcomes are covered by any equivalent modules.