

# Programme specification and curriculum map for

Master of Education in Special Educational Needs and Disability



<b>1. Programme title</b>	MEd in Special Educational Needs and Disability
<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>	Master of Education
<b>6. Academic year</b>	2020-2021
<b>7. Language of study</b>	English
<b>8. Mode of study</b>	Distance Learning

**9. Criteria for admission to the programme**

The MEd SEND 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](mailto: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 SEND in greater depth.
- Develop practice using the findings of published research and via critical analysis of the evidence base for intervention in SEND.
- 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 SEND specialism
2. the way in which theory and research contribute to development of professional practice in a specialist area of SEND
3. the range of effective approaches to assessment and provision for supporting pupils with SEND
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 a focussed area of SEND.
2. identify and critically analyse factors that have shaped educational policy and practice for students with SEND
3. critically reflect on own practice in relation to focussed area of SEND
4. synthesise and critique relevant literature and research evidence in order to inform a systematic enquiry related to an aspect of SEND practice
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 SEND 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 SEND 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.

	<p>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>
<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> <li>3. deal with complex issues systematically and communicate their understanding clearly and effectively.</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, contributions to forum discussions, interactions with tutors.</p>

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

### 12. 1 Overall structure of the programme

Module code:	M01	M16	M02A	M03A	M04A	M05A	M05C	M07A	M08A	M14	M15	M13	M12
credits:	60	60	30	30	30	30	30	30	30	30	30	30	60
MEd route 1			90 credits from: 3 x 30 credit modules									*	*
MEd route 2			*	90 credits from: 3 x 30 credit modules								*	
MEd route 3	60 credits from either: The National Award for SEN Coordination (M01) or International SEN Coordination (M16)		60 credits from : Any 2 30 credit modules									*	

## 12.2 Levels and modules

### Level 7 (4)

**COMPULSORY**

**OPTIONAL**

**PROGRESSION  
REQUIREMENTS**



<p>One of:</p> <ul style="list-style-type: none"> <li>● M13 Evidence and Pedagogy for Inclusion (30 credits)</li> <li>● M01 National Award for SEN Coordination (60 credits)</li> <li>● M16 International Award for SEN Coordination (60 credits)</li> <li>● M02A Certificate of Competence in Educational Testing (30 credits)</li> </ul>	<p>Students may choose from any other 30 or 60 credit modules for the remaining 90 credit:</p> <ul style="list-style-type: none"> <li>● M01 The National Award for SEN Coordination (60 credits)</li> <li>● M02A Certificate of Competence in Educational Testing</li> <li>● M03A Autism Spectrum Conditions (S&amp;K)</li> <li>● M04A Social, Emotional and Mental Health (S&amp;K)</li> <li>● M05A Dyslexia - Leadership and Intervention (S&amp;K)</li> <li>● M05C Dyslexia - Professional Reporting Writing</li> <li>● M07A Speech, Language and Communication Needs (S&amp;K)</li> <li>● M08A Severe, Profound and Complex Learning Difficulties and Disabilities (S&amp;K)</li> <li>● M15 Psychology for Education (S&amp;K)</li> <li>● M14 Cognition and Learning (S&amp;K)</li> <li>● M16 International SEN Coordination (60 credits)</li> </ul>	<p>Students must have successfully completed 180 credits for progression to MEd</p>
<p><u>AND:</u></p> <ul style="list-style-type: none"> <li>● M12 Enquiry-based SEND Practice (60 credits) - <b>taken in the final year of the programme</b></li> </ul>		

	<p>please note restrictions may be listed on specific module pages.</p>	
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<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.

<b>13. A curriculum map relating learning outcomes to modules</b>
See Curriculum Map attached.

<b>14. Information about assessment regulations</b>
<p>Standard Middlesex University regulations apply to this programme.</p> <p>These can be found at: <a href="https://www.mdx.ac.uk/about-us/policies/university-regulations/">https://www.mdx.ac.uk/about-us/policies/university-regulations/</a></p>

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

**16. Future careers (if applicable)**

Completion of the MEd SEND is likely to enhance students' suitability for working in a leadership/managerial/subject specialist role in a range of educational contexts and thus could contribute to career progression. Completion of the Masters level qualification gives eligibility for pursuing further studies at doctoral 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 [https://www.qaa.ac.uk/docs/qaa/quality-code/master's-degree-characteristics-statement.pdf?sfvrsn=6ca2f981\\_10](https://www.qaa.ac.uk/docs/qaa/quality-code/master's-degree-characteristics-statement.pdf?sfvrsn=6ca2f981_10)

**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 SEND**

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**

<b>Knowledge and understanding</b>	<b>Practical skills</b>
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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.
<b>Cognitive Skills</b>		<b>Graduate Skills</b>	
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 by Level	Programme outcomes																		
		A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	D1	D2	D3
30 credit SK module 1	7	*	*	*			*	*	*				*	*	*			*	*	*
30 credit SK module 2	7	*	*	*			*	*	*				*	*	*			*	*	*
30 credit SK module 3	7	*	*	*			*	*	*				*	*	*			*	*	*
(M13) Evidence and Pedagogy for Inclusion*	7		*		*					*	*				*	*		*	*	*
(M02A) Certificate of Competence in Educational Testing	7	*	*	*	*		*		*	*	*			*	*	*		*	*	*
(M12) Enquiry-based SEND Practice	7		*			*		*			*	*			*	*	*	*	*	*

\*To gain the PGDip SEND student must complete:

- One of the following two 30 credit modules:
  - Module M13 (EPI)
  - Module M02A (CCET)
- at least one Skills and Knowledge (SK) module

- and any two 30 credit modules

or

- One of the two 60 credit modules:
  - M01 (National Award for SEN Coordination) or
  - M16 (International SEN Coordination),
- and any two 30 credit module

The learning outcomes of M01 or M16 are the same as one SK module + M13.