Programme Specification

1. Programme title	Postgraduate Certificate Leading Inclusive Education
2. Awarding institution	Middlesex University
3. Teaching institution	Middlesex University and Real Training
4. Details of accreditation by professional/statutory/regulatory body	
5. Final qualification	Postgraduate Certificate
6. Year of validation **Year of amendment**	2018-2019
7. Language of study	English
8. Mode of study	Distance Learning

9. Criteria for admission to the programme

- The PGCert in Leading Inclusive Education is for teachers and other education professionals who wish to learn more about inclusive leadership in a modern context. This may be people wishing to become Heads of Year or Inclusion officers in their setting and also those who are already Heads of Year or Heads of Department. It will also be aimed at professionals in inclusive settings who wish to up-skill themselves in defined areas of inclusion.
- 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 an educational establishment. They could be members of staff at various levels of leadership or aspiring leaders.
- Candidates will need a high level of competence in the use of English, equivalent to at least 6.5 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.

Accreditation of Prior Learning (APL)

In order to appropriately recognise prior accredited learning and to encourage enrollment on the programme the following process is planned.

- The NPQML, NPQSL and NPQH are nationally recognised Department for Education Leadership qualifications. However, they do not necessarily confer Level 7 credits. Where the candidate holds a DfE award with Level 7 credits from a University the candidate will be eligible for credit transfer. These DfE qualifications closely match the Leadership of Inclusive Practice module and 30 credits will be recognised as APL for the Leadership of Inclusive Practice*. Where no credits were awarded, but the student has obtained the relevant NCTL qualification, it is proposed that the candidate may join the programme as if they have 30 credits and they would then need to complete the 30 credit Leadership of Inclusive Practice Module.

Any other applications for APL will follow the usual Middlesex University procedure of matching prior learning and learning outcomes to the relevant module.

*In rare cases where 60 credits are accepted, students may instead join the PGDip or MA programme.

Accreditation of Prior Experiential Learning (APEL)

Candidates may be able to bring prior experiential learning into the programme if it's possible to demonstrate how the Learning Outcomes have been met. In order to appropriately recognise prior experiential learning the Middlesex Approach to APEL will be adopted. This approach was developed by the Institute of Work Based Learning and candidates will complete a portfolio outlining what they have learned from their experience and match this to the relevant module learning outcomes. This portfolio is then assessed for the relevant fee. This approach will help the programme team welcome onto the programme education professionals with relevant and extended leadership experience.

For more information contact Ron Sergejev at R.Sergejev@mdx.ac.uk

10. Aims of the programme

The programme aims to enable students to:
- Develop a critical understanding of published material on leadership and management models, leadership history, leadership styles and the difference between leadership and management.

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- Develop a critical understanding of the context of inclusive practice in education and the role of leadership in developing inclusive education
- Critically analyse their own leadership styles and those deployed in their educational institutions and reflect on and formulate arguments for leading and managing inclusive practice.
- Develop their skills of leadership and management and understand what is meant by leadership.
- Apply selected leadership and management strategies to a change and improvement project.

11. Programme outcomes*	
A. Knowledge and understanding On completion of this programme the successful student will have knowledge and understanding of: A1. The way in which research informs understanding of models of educational practice. A2. The literature and policy related to aspects of inclusion. A3. Application of research methods as a practitioner researcher working in an education context A4. At least one specialist area of inclusive practice.	**Teaching/learning methods** Students gain knowledge and understanding through: 1. Engagement with the programme materials. 2. Tutor directed reading. 3. Individually directed reading in a specialist area. 4. Problem based and enquiry-based learning scenarios. 5. 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. 6. Reflective journals. 7. Critical literature reviews. 8. Engagement in problem•based learning scenarios. 9. Critique of local policy and practice. *Action research that includes rigorous design/procedure/ justification.*

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B. Skills	**Teaching/learning methods**
On completion of this programme the successful student will be able to:	Students learn cognitive skills through:
B1. Synthesise and critique relevant literature and research evidence in order to develop lines of argument in relation to aspects of inclusive policy and practice. B2. Critically evaluate and reflect on their own practice and/or research. B3. Undertake a systematic enquiry related to an aspect of inclusion that demonstrates use of appropriate research design and methods in a soundly argued epistemological framework. B4. Apply knowledge and understanding to professional practice in their specific area of study.	• 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. • Portfolio of evidence which might include multimedia productions.
C. Practical skills	**Teaching/learning methods**
On completion of the programme the successful student will be able to:	Students learn practical skills through • Engagement with the programme materials. • Tutor-directed reading.

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C1. Engage in reflective practice in order to enhance pedagogy. C2. Apply theoretical knowledge to improve professional practice. C3. Design, implement and evaluate practitioner research into an aspect of inclusive practice. C4. Evaluate the impact of research evidence/evidence based on inclusive practice.	• 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 • Critique of local policy and practice • Portfolios of evidence which might include • multimedia productions
D. Graduate skills On completion of this programme the successful student will be able to: D1. Critically analyse the current research and good practice guidance against existing policy and applied practice in their educational setting 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 D3. Deal with complex issues systematically and communicate their understanding clearly and effectively.	**Teaching/learning methods** Students will develop enhanced academic skills through the support and tutoring available within the module and through formative feedback for their assignments. **Assessment method** Students' graduate skills will be assessed through the submission of the assignments for these modules including critical analysis, applied practice analysis and reflective analysis. Assignments, applied practice tasks, contributions to forum discussions, interactions with tutors.

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

12. 1 Overall structure of the programme

Students complete one module over 1 year.
 	
Either:
    ● PDT4301: Leadership of Inclusive Practice (60 credits)
or
    ● PDT4302: Leadership of Inclusive Practice (30 credits)
      Where APL has been agreed for the remaining 30 credits.

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
Students must take all of the following: ● Leadership of Inclusive Practice (either PDT4301 or PDT4302 + APL)	There are no optional choices.	

12.3 Non-compensatable modules (note statement in 12.2 regarding FHEQ levels)	
Module level	**Module code**
7	PDT4301
7	PDT4302

13. Curriculum map
See attached.

14. Information about assessment regulations
Middlesex University Regulations apply to this programme

15. Placement opportunities, requirements and support

n/a

16. Future careers (if applicable)

Completing the PGCert in Inclusive Education 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.

17. Particular support for learning (if applicable)

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

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: www.mdx.ac.uk/regulations/

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 rest of your programme handbook and the university regulations.

Curriculum map for PGCert Inclusive Education

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 way in which research informs understanding of models of educational practice.	C1	Engage in reflective practice in order to enhance pedagogy.
A2	The literature and policy related to aspects of inclusion.	C2	Apply theoretical knowledge to improve professional practice.
A3	Application of research methods as a practitioner researcher working in an education context	C3	Design, implement and evaluate practitioner research into an aspect of inclusive practice.
		C4	Evaluate the impact of research evidence/evidence based on inclusive practice
Cognitive Skills		**Graduate Skills**	
B1	Synthesise and critique relevant literature and research evidence in order to develop lines of argument in relation to aspects of inclusive policy and practice.	D1	Critically analyse the current research and good practice guidance against existing policy and applied practice in their educational setting.
B2	Critically evaluate and reflect on their own practice and/or research.	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	Undertake a systematic enquiry related to an aspect of inclusion that demonstrates use of appropriate research design and methods in a soundly argued epistemological framework.	D3	Deal with complex issues systematically and communicate their understanding clearly and effectively.

Programme outcomes												
A1	A2	A3	B1	B2	B3	C1	C2	C4	C3	D1	D2	D3
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	B1	B2	B3	C1	C2	C3	C4	D1	D2	D3
PDT4301/PDT4302	7	*	*	*	*	*	*	*	*	*	*	*	*	*