Programme specification and curriculum map for

PGCert SEND: Dyslexia - Leadership and Intervention

1. Programme title	PGCert SEND: Dyslexia - Leadership and Intervention
2. Awarding institution	Middlesex University
3. Teaching institution	Real Training
4. Programme accredited by	
5. Final qualification	Postgraduate Certificate
6. Academic year	2020-2021
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 of working with children with SEND
- access to a computer, internet and a suitable word processing program
- a level of English Competence e.g. IELTS 6.5 with a minimum of 6 in each component

10. Aims of the programme

The programme aims to enable students to:

- undertake a leadership role in their setting related to literacy/SpLD.
- understand typical and atypical development in relation to literacy acquisition, including theories of emergent literacy in preschool children and the role of language acquisition in literacy acquisition.
- understand theories about reading failure, including those related to dyslexia/SpLD, and principles of effective instruction and programme design including how to evaluate interventions.
- understand best practice in relation to identification of dyslexia/SpLD.
- know how pupils with literacy difficulties can be supported in the general classroom and understand the key points for effective teaching of basic literacy skills.
- confidently commission or employ the appropriate expertise to deliver dyslexia interventions for individuals, groups and the whole school.
- reflect on the impact of literacy support at individual learner level and at strategic management level.
- develop different models of partnership within their setting 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 role of Wave 1 quality first teaching, in the context of strategic leadership for literacy/SpLD and at least one structured intervention/approach to literacy/dyslexia support.
2. theories about language and reading acquisition and the impact of factors that may influence acquisition including the simple view of reading and the dual route cascade model of reading.
3. reading failure, including links to self-esteem/motivation and the role of the learning environment
4. dyslexia/SpLD as a type of reading difficulty
5. approaches to, and the management of, intervention in reading difficulties, including those that specifically target dyslexia/SpLD, with reference to the role of instructional theory
6. the way in which theory and research contribute to development of professional practice in a specialist area of SEND
7. how knowledge explored in the module has impacted on wider educational policy and professional practices.

Teaching/learning methods

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.

Assessment Method

Students' knowledge and understanding is assessed by written coursework comprising of critical analysis, applied practice analysis and reflective analysis.

B. Cognitive (thinking) skills	Teaching/learning methods
On completion of this programme the successful student will be able to: 1. Critically analyse models and theories about reading failure. 2. Inform others (for example, professional colleagues, parents) about reading acquisition and failure, including SpLD. 3. Evaluate suitable interventions/approaches for failing readers.	Students develop cognitive skills through engagement with the course learning resources and tasks requiring critical analysis, and evaluation of existing paradigms and practices. **Assessment Method** 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.
C. Practical skills	**Teaching/learning methods**
On completion of the programme the successful student will be able to: 1. Evaluate the effectiveness of a literacy intervention programme. 2. engage in reflective practice in order to enhance pedagogy 3. design, implement and critically evaluate the impact of evidence-informed provision for pupils in the learning environment.	Students learn practical skills through assigned tasks within their applied educational setting and coaching. **Assessment Method** 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. Students will demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional level.

D. Graduate Skills	Teaching/learning methods
On completion of this programme the successful student will be able to: 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 3. deal with complex issues systematically and communicate their understanding clearly and effectively.	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

Delegates complete two modules:

- (M05A) Dyslexia: Leadership and Intervention – Skills & Knowledge ((30 credits) - 1 year duration*
- (M13) Evidence and Pedagogy for Inclusion (30 credits) - 1 year duration*

*modules can be taken concurrently and work can be submitted to earlier assessment board.

12.2 Levels and modules

Level 7 (4)

COMPULSORY	OPTIONAL	PROGRESSION REQUIREMENTS

(M05A) Dyslexia: Leadership and Intervention – Skills & Knowledge (30 credits) (M13) Evidence and Pedagogy for Inclusion (30 credits)	There are no optional choices.

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)

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.

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 PGCert SEND: Dyslexia - Leadership and Intervention

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 role of Wave 1 quality first teaching, in the context of strategic leadership for literacy/SpLD and at least one structured intervention/approach to literacy/dyslexia support.	C1	Evaluate the effectiveness of a literacy intervention programme.
A2	Theories about language and reading acquisition and the impact of factors that may influence acquisition including the simple view of reading and the dual route cascade model of reading.	C2	Engage in reflective practice in order to enhance pedagogy
A3	Reading failure, including links to self-esteem/motivation and the role of the learning environment	C3	Design, implement and critically evaluate the impact of evidence-informed provision for pupils in the learning environment
A4	Dyslexia/SpLD as a type of reading difficulty		
A5	Approaches to, and the management of, intervention in reading difficulties, including those that specifically target dyslexia/SpLD, with reference to the role of instructional theory		

A6	The way in which theory and research contribute to development of professional practice in a specialist area of SEND		
A7	How knowledge explored in the module has impacted on wider educational policy and professional practices		
Cognitive Skills		**Graduate Skills**	
B1	Critically analyse models and theories about reading failure.	D1	Critically analyse the current research and good practice guidance against existing policy and applied practice in their educational setting.
B2	Inform others (for example, professional colleagues, parents) about reading acquisition and failure, including SpLD. Evaluate suitable interventions/approaches for failing readers.	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	Synthesise and critique relevant literature and research evidence in order to inform a systematic enquiry related to an aspect of SEND practice	D3	Deal with complex issues systematically and communicate their understanding clearly and effectively.
B4	Critically evaluate and reflect on their own practice and/or research		

Programme outcomes

A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	C1	C2	C3	D1	D2	D3

Highest level achieved by all graduates

A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	C1	C2	C3	D1	D2	D3
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	B1	B2	B3	B4	C1	C2	C3	D1	D2	D3
(M05A) Dyslexia: Leadership and Intervention – Skills & Knowledge	7	*	*	*	*	*		*	*	*			*			*	*	*
(M13) Evidence and Pedagogy for Inclusion	7						*	*			*	*		*	*	*	*	*