

Programme specification and curriculum map for

PGCert SEND: International Award for SEN Coordination



1. Programme title	PGCert SEND: International Award for SEN Coordination
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 to work with children with SEND within an international context
- access to a computer and broadband connection 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:

Aims

- To develop effective leadership and management skills in relation to SEN coordination.
- To develop a comprehensive and critical understanding of how wider cultural, political, historical and community contexts influence SEND provision internationally.
- To develop an enhanced understanding of how the current research and guidance informs educational policy and practice.
- To critically examine the research on interventions in the field of SEND and demonstrate both knowledge and understanding of both its applications and limitations.
- To 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 context for leading inclusive education within an international school setting.
2. the range of statutory and regulatory frameworks and the wider cultural, political, historical and community contexts influencing SEND provision internationally.
3. the strategies to differentiate between pupils who have English as an additional language and/or SEND and how they can affect pupils' participation and learning.
4. the role of communities and culture when promoting inclusive education.

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, reflecting on 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.

<p>B. Cognitive (thinking) 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 and evaluate existing workplace SEND strategy, policies and procedures for inclusive education. 2. critically analyse and evaluate different approaches to assessment or provision for a range of high-incidence SEND 3. identify and critically analyse factors that have shaped educational policy and practice for learners with SEND 4. critically reflect on leading practice in the setting in relation to supporting learners with SEND. 5. synthesise and critique relevant literature and research evidence in order to inform a systematic enquiry related to an aspect of SEND practice. 	<p>Teaching/learning methods</p> <p>Students develop cognitive skills through 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>
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<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. demonstrate the effective use of resources to deliver high quality SEND provision in line with best value principles. 2. communicate effectively and work strategically with senior colleagues, and to draw on external sources of support and expertise to enhance SEND provision. 3. identify and implement systems for monitoring and evaluating systems of teaching and learning incorporating tools for collecting, analysing and using data about pupil progress. 4. employ 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. 	<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>Students will contribute to forum discussions with tutors and other delegates.</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. 3. 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>

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

12.1 Overall structure of the programme

Delegates complete one module:

- M16 International Award for SEN Coordination (60 credits)

12.2 Levels and modules

Level 7 (4)

COMPULSORY	OPTIONAL	PROGRESSION REQUIREMENTS
M16 International Award for SEN Coordination	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)

Students are required to undertake a 2 day placement in an educational setting, to compare policy and practice with their own setting.

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	
<ul style="list-style-type: none"> ● 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	
<p>This programme and attached module are not the same as the National Award for SEN Coordination qualification. The International Award for SEN Coordination does not qualify its holders to be SENCOs in England (please refer to the National Award for SEN Coordination module M01 and the associated Postgraduate Certificate if that is your aim).</p> <p>This programme is designed by Real Training and is validated by Middlesex University.</p>	

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: International Award for SEN Coordination

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 context for leading inclusive education within an international school setting.	C1	Demonstrate the effective use of resources to deliver high quality SEND provision in line with best value principles.
A2	The range of statutory and regulatory frameworks and the wider cultural, political, historical and community contexts influencing SEND provision internationally.	C2	Communicate effectively and work strategically with senior colleagues and to draw on external sources of support and expertise to enhance SEND provision.
A3	The strategies to differentiate between pupils who have English as an additional language and/or SEND and how they can affect pupils' participation and learning	C3	Identify and implement systems for monitoring and evaluating systems of teaching and learning incorporating tools for collecting, analysing and using data about pupil progress.
A4	The role of communities and culture when promoting inclusive education.	C4	Employ 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.
Cognitive Skills		Graduate Skills	
B1	Critically analyse and evaluate existing workplace SEND strategy, policies and procedures for inclusive education.	D1	Critically analyse the current research and good practice guidance against existing policy and applied practice in their educational setting.
B2	Critically analyse and evaluate different approaches to assessment or provision for a range of high-incidence 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	Identify and critically analyse factors that have shaped educational policy and practice for learners with SEND	D3	Deal with complex issues systematically and communicate their understanding clearly and effectively
B4	Critically reflect on leading practice in the setting in relation to supporting learners with SEND.		

