Programme specification and curriculum map for

In partnership with
Middlesex University London

PGCert SEND: Psychology for Education

1. Programme title	PGCert SEND: Psychology for Education
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:

- To develop a comprehensive and critical understanding of different psychological theories and how they relate to educational settings.
- To critically examine the research on individual differences of learners within a learning environment and how to adapt pedagogy to support these.
- To develop an enhanced understanding of how the current knowledge of how positive psychology can impact on educational settings.
- To understand the theories underpinning their own teaching approaches and "core values" and reflect on how these can be effectively harnessed to further develop their pedagogy.
- 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 research, literature, policy and guidance surrounding psychological theories which support individual differences in learners
2. the way in which theory and research contribute to development of professional practice in a specialist area of SEND
3. how positive psychology can impact on educational settings.

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:	Students develop cognitive skills through reading, reflecting on past and current experience by recording this in their reflective learning log, and through engaging in asynchronous discussions within the online forum.
1. critically analyse and evaluate different approaches to mediate the impact of the teacher in implementing metacognitive strategies with learners	**Assessment Method**
2. identify and critically analyse factors that can be effectively harnessed to further develop their pedagogy.	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.
3. identify links between the theories of psychology and individual needs in the school setting.	
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	

C. Practical skills	**Teaching/learning methods**
On completion of the programme the successful student will be able to:	Students learn practical skills through assigned tasks within their applied educational setting and coaching.
1. analyse current barriers for pupils in accessing any element of their education and develop evidence-informed solutions to enhance inclusion. remove or reduce these barriers 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	**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:	Students will develop enhanced academic skills through the support and tutoring available within the module and through formative feedback for their assignments.
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	**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 :

- M15 Psychology for Education – Skills & Knowledge Module (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
M15 Psychology for Education – Skills & Knowledge M13 – Evidence and Pedagogy for Inclusion	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: Psychology for 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 research, literature, policy and guidance surrounding psychological theories which support individual differences in learners.	C1	Analyse current barriers for pupils in accessing any element of their education and develop evidence-informed solutions to enhance inclusion. remove or reduce these barriers.
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	How positive psychology can impact on educational settings.	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
Cognitive Skills		Graduate Skills	
B1	Critically analyse and evaluate different approaches to mediate the impact of the teacher in implementing metacognitive strategies with learners	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 can be effectively harnessed to further develop their pedagogy.	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 links between the theories of psychology and individual needs in the school setting.	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.		

Programme outcomes														
A1	A2	A3	B1	B2	B3	B4	B5	C1	C2	C3	C4	D1	D2	D3
Highest level achieved by all graduates														
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	B1	B2	B3	B4	B5	C1	C2	C3	C4	D1	D2	D3
M15: Psychology for Education - Skills & Knowledge	7	*	*	*	*	*	*			*	*	*		*	*	*
(M13) Evidence and Pedagogy for Inclusion	7		*					*	*			*	*	*	*	*