Programme specification and curriculum map for

PGCert SEND: Severe, Profound and Complex Learning Difficulties and Disabilities

1. Programme title	PGCert SEND: Severe, Profound and Complex Learning Difficulties and Disabilities
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:

- Increase participants' skills to identify how the communication of children with SLD/PMLD/CLDD can be developed.
- Develop participants' skills in identifying how communication between the child, their families and professionals can be developed and enhanced.
- Develop participants' understanding of the legislation and current trends relating to SLD/PMLD/CLDD.
- Develop participants' understanding of other services working with Children with SLD/PMLD/CLDD.
- Develop participants' understanding of safeguarding, privacy and dignity issues in relation to physical/ personal care needs and medical support of Children with SLD/PMLD/CLDD.
- Develop understanding of family centred/ family focussed practice.
- Increase confidence in the use of approaches which facilitate positive changes in behaviour.
- Increased skill in developing an appropriate curriculum which uses a range of teaching approaches to address a variety of needs.
- Increased understanding of issues involved in working with families of children with SLD/PMLD/CLDD, and the challenges involved in successful communication and inclusion of all family members in the process of meeting the needs of the child with SLD/PMLD/CLDD.

11. Programme outcomes

A. Knowledge and understanding

On completion of this programme the successful student will have knowledge and understanding of:

1. relevant legislation relating to practice with Children with SLD/PMLD/CLDD.
2. the way in which theory and research contribute to development of professional practice in a specialist area of SEND
3. theories, working models and policies relating to key concepts of family-centred practice
4. key aspects of physical/personal care and medical support likely to be encountered in children with SLD/PMLD/CLDD and related safeguarding privacy and dignity issues.
5. the roles of different services involved with child with SLD/PMLD/CLDD, e.g. occupational therapy, physiotherapy, educational psychology
6. 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 relevant research and consider implications for practice for children with SLD/PMLD/CLDD. 2. engage in critical reflection of current practice and areas for development, informed by research and evidence based approaches 3. synthesise and critique relevant literature and research evidence in order to inform a systematic enquiry related to an aspect of SEND practice 4. critically evaluate and reflect on their own practice and/or research.	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. analyse current barriers for pupils with SLD/PMLD/CLDD in accessing the learning environment and develop evidence-informed solutions to enhance inclusion 2. demonstrate evidence of facilitating positive changes in behaviour in children with SLD/PMLD/CLDD. Evaluate impact of a chosen intervention. 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.	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. use enquiry techniques to research and evaluate provision for SLD/PMLD/CLDD. Ability to give critical evaluation of the effectiveness of various curriculum models relating to SLD/PMLD/CLD 2. critically analyse the current research and good practice guidance against existing policy and applied practice in their educational setting. 3. 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.	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:

- (M08A) Severe, Profound and Complex Learning Difficulties and Disabilities – 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
(M08A) Severe, Profound and Complex Learning Difficulties and Disabilities – 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: Severe, Profound and Complex Learning Difficulties and Disabilities

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	Relevant legislation relating to practice with Children with SLD/PMLD/ CLDD.	C1	Analyse current barriers for pupils with SLD/PMLD/CLDD in accessing the learning

			environment and develop evidence-informed solutions to enhance inclusion
A2	Current research and policy regarding the communication development needs of children with SLD/PMLD/CLD	C2	Demonstrate evidence of facilitating positive changes in behaviour in children with SLD/PMLD/CLDD. Evaluate impact of a chosen intervention.
A3	The range of intervention strategies for pupils with SLD/PMLD/CLDD and the associated evidence base.	C3	Engage in reflective practice in order to enhance pedagogy
A4	Theories, working models and policies relating to key concepts of family-centred practice	C4	Design, implement and critically evaluate the impact of evidence-informed provision for pupils in the learning environment
A5	Key aspects of physical/personal care and medical support likely to be encountered in children with SLD/PMLD/CLDD and related safeguarding privacy and dignity issues.		
A6	How knowledge explored in the module has impacted on wider educational policy and professional practices		
Cognitive Skills		**Graduate Skills**	
B1	Critically analyse relevant research and consider implications for practice for children with SLD/PMLD/CLDD.	D1	Use enquiry techniques to research and evaluate provision for SLD/PMLD/CLDD. Ability to give critical evaluation of the effectiveness of various curriculum models relating to SLD/PMLD/CLD.
B2	Engage in critical reflection of current practice and areas for development, informed by research and evidence based approaches.	D2	Critically analyse the current research and good practice guidance against existing policy and applied practice in their educational setting.
B3	Synthesise and critique relevant literature and research evidence in order to inform a systematic enquiry related to an aspect of SEND practice	D3	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.
B4	Critically evaluate and reflect on their own practice and/or research		

Programme outcomes																
A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	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	7	7

Module Title	Module Code by Level	Programme outcomes																
		A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	C1	C2	C3	C3	D4	D2	D3
(M08A) Severe, Profound and Complex Learning Difficulties and Disabilities – Skills & Knowledge	7	*	*	*	*	*		*	*			*	*			*	*	*
(M13) Evidence and Pedagogy for Inclusion	7		*				*			*	*			*	*		*	*