

Programme specification and curriculum map for

PGCert Special Educational Needs and Disability



1. Programme title	PGCert Special Educational Needs and Disability
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
- access to a computer and broadband connection and a suitable word processing program
- a level of English Competence eg IELTS 6.5

10. Aims of the programme

The programme aims to:

- develop a comprehensive and critical understanding of the history of SEND, focussing on 2 specific areas of SEND.
- critically examine the research on SEND and demonstrate both knowledge and understanding of both its applications and limitations.
- develop an enhanced understanding of how the current knowledge of SEND informs educational policy and practice.
- critically examine the research on interventions in the SEND conditions through a comparative study.
- 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 two focussed areas of SEND specialism
2. the way in which theory and research contribute to the development of professional practice in these areas of SEND specialism
3. the range of effective approaches to assessment and provision for supporting pupils with SEND.

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.

<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 different approaches to assessment or intervention for two focussed areas of SEND 2. identify and critically analyse factors that have shaped educational policy and practice for learners with SEND 3. critically reflect on own practice in relation to focussed areas of SEND. 	<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>
<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. analyse current barriers for pupils with SEND in accessing any element of their education and develop evidence-informed solutions to enhance inclusion 2. apply knowledge to practice in the real world context 3. engage in reflective practice in order to enhance pedagogy. 	<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>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> <p>Assignments, applied practice tasks, contributions to forum discussions, interactions with tutors.</p>
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<p>12. Programme structure (levels, modules, credits and progression requirements)</p>
<p>12. 1 Overall structure of the programme</p>
<p>Delegates complete two of the following 30 credit modules :</p> <ul style="list-style-type: none"> ● M03A Autism Spectrum Conditions (S&K) ● M04A Social, Emotional and Mental Health (S&K) ● M05A Dyslexia: Leadership and Intervention (S&K) ● M05C Dyslexia - Professional Reporting Writing ● M07A Speech, Language and Communication Needs (S&K) ● M08A Severe, Profound and Complex Learning Difficulties and Disabilities (S&K) ● M15 Psychology for Education (S&K) ● M14 Cognition and Learning (S&K) <p>*modules can be taken concurrently and work can be submitted to earlier assessment board.</p>

12.2 Levels and modules

Level 7 (4)

COMPULSORY	OPTIONAL	PROGRESSION REQUIREMENTS
	<p>Any TWO of the following modules:</p> <ul style="list-style-type: none"> ● M03A Autism Spectrum Conditions (S&K) ● M04A Social, Emotional and Mental Health (S&K) ● M05A Dyslexia: Leadership and Intervention (S&K) ● M05C Dyslexia - Professional Reporting Writing ● M07A Speech, Language and Communication Needs (S&K) ● M08A Severe, Profound and Complex Learning Difficulties and Disabilities (S&K) ● M15 Psychology for Education (S&K) ● M14 Cognition and Learning (S&K) 	

12.3 Non-compensatable modules (note statement in 12.2 regarding FHEQ levels)

<i>Module level</i>	<i>Module code</i>

7	All modules are non-compensatable.
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13. A curriculum map relating learning outcomes to modules
See Curriculum Map attached.

14. Information about assessment regulations
<i>Middlesex University Regulations apply to this programme</i>

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.

18. JACS code (or other relevant coding system)	
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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>

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.

