

Postgraduate Diploma Leading Inclusive Education

Programme Specification

1. Programme title	Postgraduate Diploma Leading Inclusive Education
2. Awarding institution	Middlesex University
3. Teaching institution	Middlesex University and Real Training
4. Details of accreditation by professional/statutory/regulatory body	
5. Final qualification	Postgraduate Diploma
6. Year of validation Year of amendment	2018-2019
7. Language of study	English
8. Mode of study	Distance Learning

9. Criteria for admission to the programme

- The PGDip Leading Inclusive Education is for teachers and other education professionals who wish to learn more about inclusive leadership in a modern context. This may be people wishing to become Heads of Year or Inclusion officers in their setting and also those who are already Heads of Year or Heads of Department. It will also be aimed at professionals in inclusive settings who wish to up-skill themselves in defined areas of inclusion.
- Prospective students should possess an undergraduate degree or equivalent.
- Applicants can work in any phase of education (early years, primary, secondary, FE/HE) and in any institution recognised as an educational establishment. They could be members of staff at various levels of leadership or aspiring leaders.
- Candidates will need a high level of competence in the use of English, equivalent to at least 6.5 in the IELTS test or TOEFL 575 (paper based), 237 (computer based). See section B of University Regulations for Admission.

See <http://www.mdx.ac.uk/intcampus/noidacentre/entry/index.aspx>

The programme may be open to individuals who do not have an undergraduate degree or QTS. Admission will be at the discretion of the programme leader.

Accreditation of Prior Learning (APL)

In order to appropriately recognise prior accredited learning and to encourage enrollment on the programme the following process is planned.

- The National Award for SEN Coordination closely matches the learning outcomes of the Leadership of Inclusive Practice 60 credit module. All those who have completed the National Award for SEN Coordination will be given APL for the 60 credit Leadership of Inclusive Practice module.
- The NPQML, NPQSL and NPQH are nationally recognised Department for Education Leadership qualifications. However, they do not necessarily confer Level 7 credits. Where the candidate holds a DfE award with Level 7 credits from a University the candidate will be eligible for credit transfer. These DfE qualifications closely match the Leadership of Inclusive Practice module and 30 (or rarely 60) credits will be recognised as APL for the Leadership of Inclusive Practice. Where no credits were awarded, but the student has obtained the relevant NCTL qualification, it is proposed that the candidate may join the programme as if they have 30 credits and they would then need to complete the 30 credit Leadership of Inclusive Practice Module.

Any other applications for APL will follow the usual Middlesex University procedure of matching prior learning and learning outcomes to the relevant module.

Accreditation of Prior Experiential Learning (APEL)

Candidates may be able to bring prior experiential learning into the programme if it's possible to demonstrate how the Learning Outcomes have been met. In order to appropriately recognise prior experiential learning the Middlesex Approach to APEL will be adopted. This approach was developed by the Institute of Work Based Learning and candidates will complete a portfolio outlining what they have learned from their experience and match this to the relevant module learning outcomes. This portfolio is then assessed for the relevant fee. This approach will help the programme team welcome onto the programme education professionals with relevant and extended leadership experience.

For more information contact Ron Sergejev at R.Sergejev@mdx.ac.uk

10. Aims of the programme

The programme aims to enable students to:

- Choose from a menu of inclusive options relevant to their work in schools and educational settings and situations.

- Build a portfolio of modules that suit the direction of their own career or interests.
- Further improve their knowledge and skills by choosing to study relevant modules/PGDip rather than full MA.
- Plan their own study pathway to meet their personal, professional, academic and service needs and interests.
- Follow a pathway with an advanced practice focus which reflects the current trend in schools and education organisations where highly skilled staff are required to work at an advanced level in order to meet complex needs.
- Gain the knowledge and skills to lead an area of inclusive practice in their work setting.

11. Programme outcomes*

A. Knowledge and understanding

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

- A1. The way in which research informs understanding of models of educational practice.
- A2. The literature and policy related to aspects of inclusion.
- A3. Application of research methods as a practitioner researcher working in an education context
- A4. At least one specialist area of inclusive practice.

Teaching/learning methods

Students gain knowledge and understanding through:

- Engagement with the programme materials.
- Tutor directed reading.
- Individually directed reading in a specialist area.
- Problem based and enquiry-based learning scenarios.
- Engagement in online discussion forums.

Assessment methods

Students' knowledge and understanding is assessed by coursework and critical analysis assignments, which are detailed in module narratives.

Assessment methods will vary according to module content and focus but can include:

Written assignments.

- Reflective journals.
- Critical literature reviews.
- Engagement in problem-based learning scenarios.
- Critique of local policy and practice.

Action research that includes rigorous

	<i>design/procedure/ justification.</i>
<p>B. Skills</p> <p>On completion of this programme the successful student will be able to:</p> <p>B1. Synthesise and critique relevant literature and research evidence in order to develop lines of argument in relation to aspects of inclusive policy and practice.</p> <p>B2. Critically evaluate and reflect on their own practice and/or research.</p> <p>B3. Undertake a systematic enquiry related to an aspect of inclusion that demonstrates use of appropriate research design and methods in a soundly argued epistemological framework.</p> <p>B4. Apply knowledge and understanding to professional practice in their specific area of study.</p>	<p>Teaching/learning methods</p> <p>Students learn cognitive skills through:</p> <ul style="list-style-type: none"> ● Engagement with the programme materials ● Tutor-directed reading ● Individually directed reading in a specialist area ● Problem based and enquiry-based learning scenarios ● Engagement in online discussion forums <p>Assessment methods</p> <p>Students' cognitive skills are assessed by coursework and critical analysis or reflective analysis assignments, which are detailed in module narratives.</p> <p>Assessment methods will vary according to module content and focus but may include:</p> <ul style="list-style-type: none"> ● Written assignments. ● Reflective journals. ● Critical literature reviews. ● Engagement in problem-based learning scenarios. ● Critique of local policy and practice. ● Action research that includes rigorous design/procedure/ justification. ● Portfolio of evidence which might include multimedia productions.
<p>C. Practical skills</p> <p>On completion of the programme the successful student will be able to:</p>	<p>Teaching/learning methods</p> <p>Students learn practical skills through</p> <ol style="list-style-type: none"> 1. Engagement with the programme materials.

<p>C1. Engage in reflective practice in order to enhance pedagogy.</p> <p>C2. Apply theoretical knowledge to improve professional practice.</p> <p>C3. Design, implement and evaluate practitioner research into an aspect of inclusive practice.</p> <p>C4. Evaluate the impact of research evidence/evidence based on inclusive practice</p>	<ol style="list-style-type: none"> 2. Tutor-directed reading. 3. Individually directed reading in a specialist area. 4. Problem-based and enquiry-based learning. 5. Engagement in online discussion forums. <p>Assessment methods</p> <p>Students' practical skills are assessed by coursework and practice analysis assignments, which are detailed in module narratives. Assessment methods will vary according to module content and focus but may include:</p> <ul style="list-style-type: none"> ● Written assignments ● Reflective journals ● Critical literature reviews ● Critique of local policy and practice ● Portfolios of evidence which might include ● multimedia productions
<p>D. Graduate skills</p> <p>On completion of this programme the successful student will be able to:</p> <p>D1. critically analyse the current research and good practice guidance against existing policy and applied practice in their educational setting</p> <p>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</p> <p>D3. deal with complex issues systematically and communicate their understanding clearly and effectively.</p>	<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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12. Programme structure (levels, modules, credits and progression requirements)

12.1 Overall structure of the programme

The expected route is as follows:

In the first year students must complete **one of**:

- PDT4301 Leadership of Inclusive Practice (60 credits)
- PDT4302 Leadership of Inclusive Practice (30 credits) - *if bringing in 30 credits APL/APEL*

In the second year they then complete **two of the following** 30 credit modules:

- PDT4304 Communities and culture (30 credits)
- PDT4303 Gender and sexuality (30 credits)
- PDT4306 Learning differences (30 credits)
- PDT4307 Migration and language acquisition (30 credits)
- PDT4305 Social, Emotional and Mental Health Needs (30 credits)
- PDT4308 Learning Conversations, Mentoring and Coaching (30 credits)

Up to 90 credits can be taken per year, so it is possible to complete 90 credits in the first year and 30 in the second year.

This predicted timescale could be reduced if additional APL/APEL was brought into the programme.

12.2 Levels and modules

Starting in academic year 2010/11 the University is changing the way it references modules to state the level of study in which these are delivered. This is to comply with the national Framework for Higher Education Qualifications. This implementation will be a gradual process whilst records are updated. Therefore the old coding is bracketed below.

Level 7 (4)

COMPULSORY	OPTIONAL	PROGRESSION REQUIREMENTS
Students must take all of the following: <ul style="list-style-type: none"> ● Leadership of Inclusive Practice (either PDT4301 or PDT4302 + APL/APEL) 	Students must also choose at 2 from the following: <ul style="list-style-type: none"> ● Communities and Culture ● Gender and sexuality ● Learning Differences ● Migration and language acquisition 	

	<ul style="list-style-type: none"> • Social, Emotional and Mental Health Needs • Learning Conversations, Mentoring and Coaching 	
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12.3 Non-compensatable modules (note statement in 12.2 regarding FHEQ levels)	
Module level	Module code
7	All modules are non-compensatable.

13. Curriculum map
See attached.

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

15. Placement opportunities, requirements and support
n/a

16. Future careers (if applicable)
Completing the PGDip in Inclusive Education is likely to enhance students' suitability for working in a leadership/managerial/subject specialist role in a range of educational contexts and thus could contribute to career progression.

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)	
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: www.mdx.ac.uk/regulations/

21. Other information

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 rest of your programme handbook and the university regulations.

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Curriculum map for PGDip Inclusive 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 way in which research informs understanding of models of educational practice.	C1	Engage in reflective practice in order to enhance pedagogy.
A2	The literature and policy related to aspects of inclusion.	C2	Apply theoretical knowledge to improve professional practice.
A3	Application of research methods as a practitioner researcher working in an education context	C3	Design, implement and evaluate practitioner research into an aspect of inclusive practice.
A4	At least one specialist area of inclusive practice.	C4	Evaluate the impact of research evidence/evidence based on inclusive practice
Cognitive Skills		Graduate Skills	
B1	Synthesise and critique relevant literature and research evidence in order to develop lines of argument in relation to aspects of inclusive policy and practice.	D1	Critically analyse the current research and good practice guidance against existing policy and applied practice in their educational setting.
B2	Critically evaluate and reflect on their own practice and/or research.	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	Undertake a systematic enquiry related to an aspect of inclusion that demonstrates use of appropriate research design and methods in a soundly argued epistemological framework.	D3	Deal with complex issues systematically and communicate their understanding clearly and effectively.
B4	Apply knowledge and understanding to professional practice in their specific area of study.		

Programme outcomes														
A1	A2	A3	A4	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

Module Title	Module Code by Level	Programme outcomes														
		A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3
PDT4301/PDT4302	7	*	*	*		*	*	*		*	*	*	*	*	*	*
PDT4302	7		*		*		*		*	*	*	*	*	*	*	*

PDT4304	7		*		*		*		*	*	*	*	*	*	*	*
PDT4303	7		*		*		*		*	*	*	*	*	*	*	*
PDT4306	7		*		*		*		*	*	*	*	*	*	*	*
PDT4307	7		*		*		*		*	*	*	*	*	*	*	*
PDT4305	7		*		*		*		*	*	*	*	*	*	*	*

To gain the PGDip LIE the student must complete:

- module PDT4301 or PDT4302 (unless covered by APL/APEL)
- and any 2 of the other 6 modules.

