Programme specification and curriculum map for

Postgraduate Diploma in Special Educational Needs and Disability

In partnership with Middlesex University London

1. Programme title	Postgraduate Diploma in Special Educational Needs and Disability
2. Awarding institution	Middlesex University
3. Teaching institution	Real Training
4. Programme accredited by	
5. Final qualification	Postgraduate Diploma in Special Educational Needs and Disability
6. Academic year	2020-2021
7. Language of study	English
8. Mode of study	Distance Learning

9. Criteria for admission to the programme

The PGDip is a programme for teachers and other educational professionals. Applicants will need to be working in an educational setting and be suitably qualified for such a role; for example QTS or equivalent.

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 a school provided that they meet at least one of the following criteria:

- Special Educational Needs Coordinator (SENCo)
- Aspiring SENCo
- School leader
- Teacher or professional working in a specialised provision or context (for example, a special school)

Candidates will need a high level of competence in the use of English, equivalent to at least 6.5 (with a minimum of 6 in each component) 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. For more information contact Katie Hickin (katie.hickin@realgroup.co.uk).

Please note that where individuals without QTS are admitted to the programme, successful completion **does no**t confer QTS.

10. Aims of the programme

The programme aims to enable professionals working in the area of SEND to:

- Become equipped with a range of skills and knowledge that will enable them to meet the needs of vulnerable groups of children and their families.
- Develop different models of partnership with an understanding of the place of power and ethics in listening to and understanding children, parents and carers.
- Develop professional practice via the application of skills and knowledge.
- Study some aspects of SEND in greater depth.
- Develop practice using the findings of published research and via critical analysis of the evidence base for intervention in SEND.
- Develop their skills as practitioner researchers.

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 this area of SEND specialism 2. the way in which theory and research contribute to the development of professional practice in this area of SEND specialism 3. the range of effective approaches to assessment and provision for supporting pupils with SEND. 4. how knowledge explored in the module has impacted on wider educational policy and professional practices.	**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 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 may include: - Written assignments. - Reflective journals. - Critical literature reviews. - Engagement in problem-based learning scenarios. - Critique of local policy and practice. - Design of practitioner research and enquiry. - Multimedia presentation/seminar with accompanying notes. - Portfolios of evidence which might include multimedia productions.

B. Cognitive (thinking) skills	**Teaching/learning methods**
On completion of this programme the successful student will be able to:	Students learn cognitive skills through:
1. critically analyse and evaluate different approaches to assessment or intervention for a focussed area of SEND	• Engagement with the programme materials.
2. identify and critically analyse factors that have shaped educational policy and practice for learners with SEND	• Tutor-directed reading. • Individually directed reading in a specialist area.
3. critically reflect on own practice in relation to focussed area of SEND.	• Problem-based and enquiry-based learning scenarios.
4. synthesise and critique relevant literature and research evidence in order to inform a systematic enquiry related to an aspect of SEND practice	• Engagement in online discussion forums.
5. critically evaluate and reflect on their own practice and/or research.	**Assessment methods**

Detailed content:

B. Cognitive (thinking) skills

On completion of this programme the successful student will be able to:

1. critically analyse and evaluate different approaches to assessment or intervention for a focussed area 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 area of SEND.
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.

Teaching/learning methods

Students learn cognitive skills 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' cognitive skills are assessed by coursework and critical or reflective analysis assignments, which are detailed in module narratives. Assessment methods will vary according to module content and focus but may include:

- Written assignments.
- Reflective journals.
- Critical literature reviews.
- Engagement in problem-based learning scenarios.
- Critique of local policy and practice.
- Design of practitioner research and enquiry.
- Multimedia presentation/seminar with accompanying notes.
- Portfolios of evidence which might include multimedia productions

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 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 4. design, implement and critically evaluate the impact of evidence-informed provision for pupils in the learning environment.	Students learn practical skills through ● Engagement with the programme materials. ● Tutor directed reading. ● Individually directed reading in a specialist area. ● Problem-based and enquiry-based learning. ● Engagement in online discussion forums. **Assessment Methods** 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: ● Written assignments. ● Reflective journals. ● Critical literature reviews. ● Engagement in problem-based learning scenarios. ● Critique of local policy and practice. ● Design of practitioner research and enquiry.. ● Multimedia presentation/seminar with accompanying notes. ● Portfolios of evidence which might include multimedia productions In particular, assessment of practical skills will examine the extent to which students are able to make theory and practice links and thus enhance the experience of the children or young people with whom they are working.

	D. Graduate Skills	Teaching/learning methods

D. Graduate Skills

On completion of this programme the successful student will be able to:

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.

Teaching/learning methods

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

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Module code:	M01	M16	M02A	M03A	M04A	M05A	M05C	M07A	M08A	M14	M15	M13	M12
credits:	60	60	30	30	30	30	30	30	30	30	30	30	60
PGDip route 1			90 credits from: 3 x 30 credit modules									*	

PGDip route 2	60 credits from either: The National Award for SEN Coordination (M01) or International SEN Coordination (M16)		60 credits from : Any 2 30 credit modules	

12.2 Levels and modules

Level 7 (4)

COMPULSORY	OPTIONAL	PROGRESSION REQUIREMENTS

One of:	Students may choose from any other 30 or 60 credit modules for the other 90 credits:	120 credits are required to achieve the PGDip.
- M13 Evidence and Pedagogy for Inclusion (30 credits) - M01 National Award for SEN Coordination - M16 International Award for SEN Coordination	- 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) - M14 Cognition and Learning (S&K) - M15 Psychology for Education (S&K) please note restrictions may be listed on specific module pages.	

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

Standard Middlesex University regulations apply to this programme.

These can be found at: https://www.mdx.ac.uk/about-us/policies/university-regulations/.

15. Placement opportunities, requirements and support (if applicable)

N/A

16. Future careers (if applicable)

Completion of the PGDip is likely to enhance the student's suitability for working in a leadership/managerial/subject specialist role in a range of educational contexts and thus could contribute to career progression. Completion of a PGDip will enable students to progress to MEd.

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 PGDip SEND

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 this area of SEND specialism.	C1	Analyse current barriers for pupils with SEND in accessing any element of their education and develop evidence-informed solutions to enhance inclusion.

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	The range of effective approaches to assessment and provision for supporting pupils with SEND.	C3	Engage in reflective practice in order to enhance pedagogy (in EPI and SK)
A4	How the 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 assessment or intervention for a focussed area of SEND.	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 have shaped educational policy and practice for learners with 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	Critically reflect on own practice in relation to focussed area of SEND.	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	A4	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	7

Module Title	Module Code by Level	Programme outcomes															
		A1	A2	A3	A4	B1	B2	B3	B4	B5	C1	C2	C3	C4	D1	D2	D3
30 credit SK module 1	7	*	*	*		*	*	*			*	*	*		*	*	*
30 credit SK module 2	7	*	*	*		*	*	*			*	*	*		*	*	*
30 credit SK module 3	7	*	*	*		*	*	*			*	*	*		*	*	*
(M13) Evidence and Pedagogy for Inclusion*	7		*		*				*	*			*	*	*	*	*

*To gain the PGDip SEND student must complete:

- Module M13 (EPI)
- and any 3 Skills and Knowledge (SK) module

or

- One of the two 60 credit modules:
    - M01 (National Award for SEN Coordination) or

- ○ M16 (International SEN Coordination),
- ● and any 2 30 credit module (SK or EPI)

The learning outcomes of M01 or M16 are the same as one SK module + M13.