Masters of Education in SEND and Inclusion (DL)

Programme Specification

1.	Programme title	MEd in SEND and Inclusion (DL)
		PgDip in SEND and Inclusion (DL)
		PgCert in SEND and Inclusion (DL)
2.	Awarding institution	Middlesex University
3a	Teaching institution	Real Group Ltd, trading as Real Training
3b	Language of study	English
4a	Valid intake dates	January, May, July, and September
4b	Mode of study	Part Time
4c	Delivery method	Distance Education
5.	Professional/Statutory/Regulatory body	
6.	Apprenticeship Standard	
7.	Final qualification(s) available	MEd in SEND and Inclusion (DL)
		PgDip in SEND and Inclusion (DL)
		PgCert in SEND and Inclusion (DL)
8.	Academic year effective from	2023/24 (From May 2024)

9.	Criteria for admission to the programme

Applicants will need to be working in an educational setting and be suitably qualified for such a role.

Prospective students should possess an undergraduate degree or equivalent. Prospective students without an undergraduate degree or equivalent can elect to write an eligibility essay, which if marked as a pass will allow them admission to the programme.

Candidates will need a high level of competence in the use of English. See the Middlesex University english language requirements for details of currently accepted qualifications: https://www.mdx.ac.uk/study-with-us/international/entry-requirements-for-international-students/english-language-requirements-for-international-students

Applications for recognition of prior learning and credit transfer are accepted on this programme in line with Middlesex University's regulations. The current University regulations can be found here: https://www.mdx.ac.uk/about-us/policies

10. Aims of the programme

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

- Become equipped with a range of advanced skills and specialist knowledge that will enable them to meet the needs of vulnerable groups of children and their families.

- Develop professional practice via the systematic application of skills and knowledge.

- Study some specialist aspects of SEND and inclusion 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.

- Develop different models of partnership with a critical understanding of the place of power and ethics in listening to and understanding children, parents and carers.

11. Programme outcomes*	
A. Knowledge and understanding	**Teaching/learning methods**
On completion of this programme the successful student will have an advanced knowledge, and systematic understanding, of:	Students gain knowledge and understanding through: ● Engagement with the programme materials. ● Tutor directed reading.

1. the research, literature, policy and guidance surrounding this area of SEND and inclusion specialism.
2. the way in which theory and research contribute to development of professional practice in a specialist area of SEND and inclusion.
3. the range of effective approaches to assessment and provision for supporting pupils.
4. how knowledge explored in the programme has impacted on wider educational policy and professional practices.
5. the range of research paradigms.

Programme outcome A4 is not included in the PgCert qualification.

Programme outcome A5 is not included in either the PgCert or PgDip qualifications.

- 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 design/procedure/ justification.
- Multimedia presentation/seminar with accompanying notes.

B. 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 and inclusion.
2. identify and critically analyse factors that have shaped educational policy and practice in relation to SEND and inclusion.
3. critically reflect on own practice in relation to a focussed area of SEND and inclusion.

Teaching/learning methods

Students learn 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.

Students will develop enhanced academic skills through the support and tutoring

4. critically evaluate and reflect on their own practice and/or research in relation to systemic issues of SEND and inclusion.
5. systematically analyse current barriers for pupils in accessing any element of their education and develop evidence-informed solutions to enhance inclusion.
6. apply specialist knowledge to practice in the real world context.
7. engage in critically reflective practice in order to enhance pedagogy.
8. critically analyse the current research and good practice guidance against existing policy and applied practice in their educational setting.
9. deal with complex issues systematically and communicate their understanding clearly and effectively.
10. synthesise and critique relevant literature and research evidence in order to inform a systematic enquiry related to an aspect of SEND and inclusion practice.
11. design, implement and critically evaluate the impact of evidence-informed provision for pupils in the learning environment.
12. systematically evaluate the impact of research evidence/evidence bases on SEND and inclusion practice.

Programme outcomes B10 and B11 are not included in the PgCert qualification.

Programme outcome B12 is not included in either the PgCert or PgDip qualifications.

available within the module and through formative feedback for their assignments.

Assessment methods

Students' skills are assessed by coursework and critical analysis 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.
- Action research that includes rigorous design/procedure/ justification.
- Multimedia presentation/seminar with accompanying notes.
- Portfolio 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.

Students' graduate skills will be assessed through the submission of the assignments for these modules including critical analysis, applied practice analysis and reflective analysis.

	12.	**Programme structure (levels, modules, credits and progression requirements)**

12.1	**Structure of the programme**

	Compulsory Modules	**Optional Modules**
PgCert	None	60 credits taken from any SEND and Inclusion Programme modules
PgDip	At least one module from: ● M01 National Award for SEN Coordination (60 credits) ● M13 Evidence and Pedagogy for Inclusion (30 credits) ● M16 International Award for SEN Coordination (60 credits) ● M17 Auditing and Leading Improvement (60 credits) ● M18 Enhancing Assessment Practice (30 credits) ● M22a Leading Inclusive Practice (30 credits) ● M22b Leading Inclusive Practice (60 credits)	60-90 credits taken from any SEND and Inclusion Programme modules
MEd	At least one module from: ● M01 National Award for SEN Coordination (60 credits) ● M13 Evidence and Pedagogy for Inclusion (30 credits) ● M16 International Award for SEN Coordination (60 credits) ● M17 Auditing and Leading Improvement (60 credits)	60-90 credits taken from any SEND and Inclusion Programme modules

	● M18 Enhancing Assessment Practice (30 credits) ● M22a Leading Inclusive Practice (30 credits) ● M22b Leading Inclusive Practice (60 credits) M10 Enquiry-Based Practice	

12.2	Levels and modules	
PgCert		

Compulsory	Optional	Progression requirements
There are no compulsory modules.	● M01 National Award for SEN Coordination (60 credits) ● M02 Certificate of Competence in Educational Testing (30 credits) ● M03 Autism Spectrum Conditions (30 credits) ● M04 Social, Emotional and Mental Health Needs (30 credits) ● M05 Dyslexia: Leadership and Intervention (30 credits) ● M06 Dyslexia - Professional Report Writing (30 credits) ● M07 Speech, Language and Communication Needs (30 credits) ● M08 Cognition and Learning (30 credits) ● M09 Psychology for Education (30 credits) ● M13 Evidence and Pedagogy for Inclusion (30 credits)	

	- M16 International Award for SEN Coordination (60 credits) - M17 Auditing and Leading Improvement (60 credits) - M18 Enhancing Assessment Practice (30 credits) - M19 Access Arrangements Course (0 credits) - M20 Senior Mental Health Leadership - Advanced Award (30 credits) - M21 Further Studies in Autism (30 credits) - M22a Leading Inclusive Practice (30 credits), plus RPL of at least 30 credits for completion of a relevant *National Professional Qualification*. - M22b Leading Inclusive Practice (60 credits) - M23 Gender and Sexuality (30 credits) - M24 Cross-Cultural Issues in SEND (30 credits) - M25 Learning Conversations, Mentoring and Coaching (30 credits) - M26 Migration and Language Acquisition (30 credits) - DAPP22-01 Mathematical Understanding and Teaching Methods (30 credits) - DAPP22-02 Maths Teaching and Dynamic Assessment (30 credits)	

PgDip

Compulsory	Optional	Progression requirements
There are no compulsory modules.	M01 National Award for SEN Coordination (60 credits)	Students must have completed at least one of the following:

	- M02 Certificate of Competence in Educational Testing (30 credits) - M03 Autism Spectrum Conditions (30 credits) - M04 Social, Emotional and Mental Health Needs (30 credits) - M05 Dyslexia: Leadership and Intervention (30 credits) - M06 Dyslexia - Professional Report Writing (30 credits) - M07 Speech, Language and Communication Needs (30 credits) - M08 Cognition and Learning (30 credits) - M09 Psychology for Education (30 credits) - M13 Evidence and Pedagogy for Inclusion (30 credits) - M16 International Award for SEN Coordination (60 credits) - M17 Auditing and Leading Improvement (60 credits) - M18 Enhancing Assessment Practice (30 credits) - M19 Access Arrangements Course (0 credits) - M20 Senior Mental Health Leadership - Advanced Award (30 credits) - M21 Further Studies in Autism (30 credits) - M22a Leading Inclusive Practice (30 credits), plus RPL of at least 30 credits for completion of a relevant *National Professional Qualification*.	- M01 National Award for SEN Coordination (60 credits) - M13 Evidence and Pedagogy for Inclusion (30 credits) - M16 International Award for SEN Coordination (60 credits) - M17 Auditing and Leading Improvement (60 credits) - M18 Enhancing Assessment Practice (30 credits) - M22a Leading Inclusive Practice (30 credits) - M22b Leading Inclusive Practice (60 credits)

	- M22b Leading Inclusive Practice (60 credits) - M23 Gender and Sexuality (30 credits) - M24 Cross-Cultural Issues in SEND (30 credits) - M25 Learning Conversations, Mentoring and Coaching (30 credits) - M26 Migration and Language Acquisition (30 credits) - DAPP22-01 Mathematical Understanding and Teaching Methods (30 credits) - DAPP22-02 Maths Teaching and Dynamic Assessment (30 credits)

MEd

Compulsory	Optional	Progression requirements
M10 Enquiry-Based Practice (60 credits)	- M01 National Award for SEN Coordination (60 credits) - M02 Certificate of Competence in Educational Testing (30 credits) - M03 Autism Spectrum Conditions (30 credits) - M04 Social, Emotional and Mental Health Needs (30 credits) - M05 Dyslexia: Leadership and Intervention (30 credits) - M06 Dyslexia - Professional Report Writing (30 credits) - M07 Speech, Language and Communication Needs (30 credits) - M08 Cognition and Learning (30 credits) - M09 Psychology for Education (30 credits)	Students must have completed at least one of the following: - M01 National Award for SEN Coordination (60 credits) - M13 Evidence and Pedagogy for Inclusion (30 credits) - M16 International Award for SEN Coordination (60 credits) - M17 Auditing and Leading Improvement (60 credits) - M18 Enhancing Assessment Practice (30 credits) - M22a Leading Inclusive Practice (30 credits) - M22b Leading Inclusive Practice (60 credits)

	- M13 Evidence and Pedagogy for Inclusion (30 credits) - M16 International Award for SEN Coordination (60 credits) - M17 Auditing and Leading Improvement (60 credits) - M18 Enhancing Assessment Practice (30 credits) - M19 Access Arrangements Course (0 credits) - M20 Senior Mental Health Leadership - Advanced Award (30 credits) - M21 Further Studies in Autism (30 credits) - M22a Leading Inclusive Practice (30 credits), plus RPL of at least 30 credits for completion of a relevant *National Professional Qualification*. - M22b Leading Inclusive Practice (60 credits) - M23 Gender and Sexuality (30 credits) - M24 Cross-Cultural Issues in SEND (30 credits) - M25 Learning Conversations, Mentoring and Coaching (30 credits) - M26 Migration and Language Acquisition (30 credits) - DAPP22-01 Mathematical Understanding and Teaching Methods (30 credits) - DAPP22-02 Maths Teaching and Dynamic Assessment (30 credits)	

*Please refer to your programme page on the website re availability of option modules

12.3 Non-compensatable modules	
Module level	**Module code**
7	M10
7	M01
7	M13
7	M16
7	M17
7	M22a
7	M22b

13.   **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

14.   **Placement opportunities, requirements and support (if applicable)**
N/A

15.   **Future careers / progression**
Completion of the MEd SEND and Inclusion 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. Completion of the Masters level qualification gives eligibility for pursuing further studies at doctoral level.

16.   **Particular support for learning**

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 and Harvard referencing. Students are also encouraged to think critically about the area of SEND and inclusion which they are engaged with.

Technical support for Campus Online learning platform and general IT issues is provided by Real Group'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.

17.	HECos code(s)	101246

18.	Relevant QAA subject benchmark(s)	Level 7 (Framework for Higher Education Qualifications in England, Wales and Northern Ireland, 2008)

19.	Reference points

- Middlesex University regulations https://www.mdx.ac.uk/about-us/policies
- Our Vision, Values and Strategy Statement - Real Group 2022
- The UK Quality Code for Higher Education - QAA 2023 https://www.qaa.ac.uk/the-quality-code
- The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies - QAA 2014 https://www.qaa.ac.uk/the-quality-code/qualifications-frameworks
- Master's Degree Characteristics Statement - QAA 2020 https://www.qaa.ac.uk//en/the-quality-code/characteristics-statements/characteristics-statement-masters-degrees

- SEND code of practice: 0 to 25 years - DfE/DfH 2015
  https://www.gov.uk/government/publications/send-code-of-practice-0-to-25
- Special Educational Needs and Disabilities (SEND) and Alternative Provision (AP) Improvement Plan: Right Support, Right Place, Right Time - DfE 2023
  https://www.gov.uk/government/publications/send-and-alternative-provision-improvement-plan
- Special Educational Needs in Mainstream Schools - EEF 2021
  https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send

20.	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 rest of your programme handbook and the university regulations.

21. **Curriculum map for *MEd in SEND and Inclusion (DL)***

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	
A1	On completion of this programme the successful student will have an advanced knowledge, and systematic understanding, of the research, literature, policy and guidance surrounding this area of SEND and inclusion specialism.
A2	On completion of this programme the successful student will have an advanced knowledge, and systematic understanding, of the way in which theory and research contribute to development of professional practice in a specialist area of SEND and inclusion.
A3	On completion of this programme the successful student will have an advanced knowledge, and systematic understanding, of the range of effective approaches to assessment and provision for supporting pupils.
A4	On completion of this programme the successful student will have an advanced knowledge, and systematic understanding, of how knowledge explored in the

	programme has impacted on wider educational policy and professional practices.
A5	On completion of this programme the successful student will have an advanced knowledge, and systematic understanding, of the range of research paradigms.
Skills	
B1	On completion of this programme the successful student will be able to critically analyse and evaluate different approaches to assessment or intervention for a focussed area of SEND and inclusion.
B2	On completion of this programme the successful student will be able to identify and critically analyse factors that have shaped educational policy and practice in relation to SEND and inclusion.
B3	On completion of this programme the successful student will be able to critically reflect on own practice in relation to a focussed area of SEND and inclusion.
B4	On completion of this programme the successful student will be able to critically evaluate and reflect on their own practice and/or research in relation to systemic issues of SEND and inclusion.
B5	On completion of this programme the successful student will be able to systematically analyse current barriers for pupils in accessing any element of their education and develop evidence-informed solutions to enhance inclusion.

B6	On completion of this programme the successful student will be able to apply specialist knowledge to practice in the real world context.
B7	On completion of this programme the successful student will be able to engage in critically reflective practice in order to enhance pedagogy.
B8	On completion of this programme the successful student will be able to critically analyse the current research and good practice guidance against existing policy and applied practice in their educational setting.
B9	On completion of this programme the successful student will be able to deal with complex issues systematically and communicate their understanding clearly and effectively.
B10	On completion of this programme the successful student will be able to synthesise and critique relevant literature and research evidence in order to inform a systematic enquiry related to an aspect of SEND and inclusion practice.
B11	On completion of this programme the successful student will be able to design, implement and critically evaluate the impact of evidence-informed provision for pupils in the learning environment.
B12	On completion of this programme the successful student will be able to systematically evaluate the impact of research evidence/evidence bases on SEND and inclusion practice.

Programme outcomes																
A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	B11	B12
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	A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	B11	B12
Compulsory Module for MEd Award																		
Enquiry-based Practice (60 credits)	M10					X												X
Core Modules for PgDip and MEd Awards																		
National Award for SEN Coordination (60 credits)	M01	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	
Evidence and Pedagogy for Inclusion (30 credits)	M13		X		X					X			X	X	X	X	X	
International Award for SEN Coordination (60 credits)	M16	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	
Auditing and Leading Improvement (60 credits)	M17		X	X	X		X	X	X	X	X	X	X	X	X	X	X	
Leading Inclusive Practice (30 credits)	M22a	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	
Leading Inclusive Practice (60 credits)	M22b	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	
Optional Modules																		

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Module	Code																	
'Skills & Knowledge' modules	M03 M04 M05 M07 M08 M09 M20 M21 M23 M24 M26 DAPP22-01	X	X	X			X	X	X	X	X	X	X	X	X			
Certificate of Competence in Educational Testing (30 credits)	M02	X	X	X			X		X	X			X	X		X		
Dyslexia - Professional Report Writing (30 credits)	M06	X						X				X			X			
Enhancing Assessment Practice (30 credits)	M18			X	X		X	X	X		X	X		X	X		X	
Learning Conversations, Mentoring and Coaching (30 credits)	M25				X			X		X		X	X	X	X			

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