Masters of Education in SEND and Inclusion: Autism (DL)

Programme Specification

1.	Programme title	MEd in SEND and Inclusion: Autism (DL)
		PgDip in SEND and Inclusion: Autism (DL)
		PgCert in SEND and Inclusion: Autism (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, 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: Autism (DL)
		PgDip in SEND and Inclusion: Autism (DL)
		PgCert in SEND and Inclusion: Autism (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. Applicants will need access to pupils with Autism Spectrum Conditions.

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:

- develop a comprehensive and critical understanding of the history of autism and the emergence of a spectrum of autism conditions.
- critically examine the research on autism and demonstrate both knowledge and understanding of both its applications and limitations.
- develop an enhanced understanding of how the current knowledge of the autism spectrum informs educational policy and practice.
- critically examine the research on interventions in the field of autism spectrum 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	Teaching/learning methods
On completion of this programme the successful student will have an advanced	Students gain knowledge and understanding through:

knowledge, and systematic understanding, of:

1. the history of the concept of autism, including the recognition of an 'autism spectrum'.
2. the range of approaches and interventions advocated for supporting students with Autism Spectrum Conditions in schools.
3. the way in which theory, research and knowledge explored in the programme has impacted on educational policy and professional practice in relation to Autism Spectrum Conditions.
4. the complex range of research paradigms.

Programme outcome A4 is not included in either the PgCert or PgDip qualifications.

- 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 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 evaluate the concept of autism with reference to literature and research.
2. systematically identify links between the concept of the Autism Spectrum and individual needs in the school setting.
3. identify and critically analyse factors that have shaped educational policy

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.

and practice for students with Autism Spectrum Conditions.

4. systematically describe and critically evaluate the educational pathway of an individual with an autism spectrum condition, with reference to identification, assessment and interventions.
5. synthesise and critique relevant literature and research evidence in order to inform a systematic enquiry related to an aspect of SEND and inclusion practice.
6. critically evaluate and reflect on their own practice and/or research.
7. reflect on observations and experiences of professional practice and to make appropriate links with the theories and research.
8. effectively engage in reflective practice in order to enhance pedagogy.
9. design, implement and critically evaluate the impact of evidence-informed provision for pupils in the learning environment.
10. critically analyse the current research and good practice guidance against existing policy and applied practice in their educational setting.
11. use what they have learnt in order to construct their own advanced understanding, to critically reflect on their own practice, and systematically evaluate their decisions made in terms of theory.
12. deal with complex issues systematically and communicate their understanding clearly and effectively.

13. evaluate the strategic impact of research evidence/evidence bases on SEND and inclusion practice.

Students will develop enhanced academic skills through the support and tutoring available within the module and through formative feedback for their assignments.

Assessment methods

Students' cognitive 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.

Programme outcome B13 is not included in either the PgCert or PgDip qualifications.		

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

12.1	**Structure of the programme**

	Compulsory Modules	Optional Modules
PgCert **(1-2 Years)**	M03 Autism Spectrum Conditions (30 credits) & M13 Evidence and Pedagogy for Inclusion (30 credits)	None
PgDip **(2-4 Years)**	M03 Autism Spectrum Conditions (30 credits) & M13 Evidence and Pedagogy for Inclusion (30 credits)	M21 Further Studies in Autism (60 credits) or 60 credits taken from any other SEND and Inclusion Programme modules
MEd **(3-5 Years)**	M03 Autism Spectrum Conditions (30 credits) & M13 Evidence and Pedagogy for Inclusion (30 credits) & M10 Enquiry-Based Practice (60 credits)	M21 Further Studies in Autism (60 credits) or 60 credits taken from any other SEND and Inclusion Programme modules

12.2	Levels and modules	

PgCert

Compulsory	Optional	Progression requirements
● M03 Autism Spectrum Conditions (30 credits) ● M13 Evidence and Pedagogy for Inclusion (30 credits)	There are no optional choices.	

PgDip

Compulsory	Optional	Progression requirements
● M03 Autism Spectrum Conditions (30 credits) ● M13 Evidence and Pedagogy for Inclusion (30 credits)	Recommended option: ● M21 Further Studies in Autism (60 credits) Or 60 credits taken from the following: ● M01 National Award for SEN Coordination (60 credits) ● M02 Certificate of Competence in Educational Testing (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) ● 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) • 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)	

MEd

Compulsory	Optional	Progression requirements
• M03 Autism Spectrum Conditions (30 credits) • M13 Evidence and Pedagogy for Inclusion (30 credits) • M10 Enquiry-based Practice (60 credits)	Recommended option: • M21 Further Studies in Autism (60 credits) Or 60 credits taken from the following:	

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	- M01 National Award for SEN Coordination (60 credits) - M02 Certificate of Competence in Educational Testing (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) - 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) - 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	M03
7	M10
7	M13

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 programme 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
- Autism Spectrum Conditions: Assessment and Identification - SASC 2022
  https://www.sasc.org.uk/sasc-downloads/

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: Autism (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 history of the concept of autism, including the recognition of an 'autism spectrum'.
A2	On completion of this programme the successful student will have an advanced knowledge, and systematic understanding, of the range of approaches and interventions advocated for supporting students with Autism Spectrum Conditions in schools.
A3	On completion of this programme the successful student will have an advanced knowledge, and systematic understanding, of the way in which theory, research and knowledge explored in the programme has impacted on educational policy and professional practice in relation to Autism Spectrum Conditions.
A4	On completion of this programme the successful student will have an advanced knowledge, and systematic

	understanding, of the complex range of research paradigms.
Skills	
B1	On completion of this programme the successful student will be able to critically evaluate the concept of autism with reference to literature and research.
B2	On completion of this programme the successful student will be able to systematically identify links between the concept of the Autism Spectrum and individual needs in the school setting.
B3	On completion of this programme the successful student will be able to identify and critically analyse factors that have shaped educational policy and practice for students with Autism Spectrum Conditions.
B4	On completion of this programme the successful student will be able to systematically describe and critically evaluate the educational pathway of an individual with an autism spectrum condition, with reference to identification, assessment and interventions.
B5	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.
B6	On completion of this programme the successful student will be able to critically evaluate and reflect on their own practice and/or research.

B7	On completion of this programme the successful student will be able to reflect on observations and experiences of professional practice and to make appropriate links with the theories and research.
B8	On completion of this programme the successful student will be able to effectively engage in reflective practice in order to enhance pedagogy.
B9	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.
B10	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.
B11	On completion of this programme the successful student will be able to use what they have learnt in order to construct their own advanced understanding, to critically reflect on their own practice, and systematically evaluate their decisions made in terms of theory.
B12	On completion of this programme the successful student will be able to deal with complex issues systematically and communicate their understanding clearly and effectively.
B13	On completion of this programme the successful student will be able to evaluate the strategic impact of research evidence/evidence bases on SEND and inclusion practice.

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Programme outcomes																
A1	A2	A3	A4	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	B11	B12	B13
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	A1	A2	A3	A4	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	B11	B12	B13
Compulsory Module for All Awards																		
Autism Spectrum Conditions (30 credits)	M03	X	X			X	X	X	X		X						X	
Evidence and Pedagogy for Inclusion (30 credits)	M13			X						X	X		X	X	X	X		
Compulsory Module for MEd Awards																		
Enquiry-Based Practice (60 credits) (60 credits)	M10				X													X

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