

Postgraduate Certificate in SEND and Inclusion: Dyslexia - Leadership and Intervention (DL)

Programme Specification



1. Programme title	PgCert SEND and Inclusion: Dyslexia - Leadership and Intervention (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	PgCert SEND and Inclusion: Dyslexia - Leadership and Intervention (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:

- undertake an effective leadership role in their setting related to literacy/SpLD.
- understand typical and atypical development in relation to literacy acquisition, including theories of emergent literacy in preschool children and the role of language acquisition in literacy acquisition.
- understand theories about reading failure, including those related to dyslexia/SpLD, and principles of effective instruction and programme design including how to evaluate interventions.
- understand best practice in relation to identification of dyslexia/SpLD.
- know how pupils with literacy difficulties can be supported in the general classroom and understand the key points for effective teaching of basic literacy skills.
- effectively commission or employ the appropriate specialist expertise to deliver dyslexia interventions for individuals, groups and the whole school.
- critically reflect on the impact of literacy support at individual learner level and at strategic management level.
- 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 an advanced knowledge, and systematic understanding, of:

1. the role of Wave 1 quality first teaching, in the context of strategic leadership for literacy/SpLD and at least one structured intervention/approach to literacy/dyslexia support.

Teaching/learning methods

Students gain 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 methods

Students' knowledge and understanding is assessed by written coursework comprising

<ol style="list-style-type: none"> 2. theories about language and reading acquisition and the impact of factors that may influence acquisition including the simple view of reading and the dual route cascade model of reading. 3. reading failure, including links to self-esteem/motivation and the role of the learning environment. 4. dyslexia/SpLD as a type of reading difficulty. 5. approaches to, and the effective management of, intervention in reading difficulties, including those that specifically target dyslexia/SpLD, with reference to the role of instructional theory. 	<p>of critical analysis, applied practice analysis and reflective analysis.</p>
<p>B. 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 models and theories about reading failure. 2. effectively inform others (for example, professional colleagues, parents) about reading acquisition and failure, including SpLD. 3. systematically evaluate suitable interventions/approaches for failing readers. 4. critically evaluate and reflect on their own practice and/or research. 5. evaluate the effectiveness of a literacy intervention programme. 6. engage in reflective practice in order to enhance pedagogy. 7. design, effectively implement and critically evaluate the impact of evidence-informed provision for pupils in the learning environment. 	<p>Teaching/learning methods</p> <p>Students learn cognitive skills through engagement with the course learning resources and tasks requiring critical analysis, and evaluation of existing paradigms and practices.</p> <p>Students learn practical skills through assigned tasks within their applied educational setting and coaching.</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 methods</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>8. critically analyse the current research and good practice guidance against existing policy and applied practice in their educational setting.</p> <p>9. deal with complex issues systematically and communicate their understanding clearly and effectively.</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>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 Structure of the programme</p>
<p>Students complete two modules:</p> <ul style="list-style-type: none"> ● M05 Dyslexia: Leadership and Intervention (1 year) ● M13 Evidence and Pedagogy for Inclusion (1 year)

<p>12.2 Levels and modules</p>		
<p>Level 7</p>		
<p>Compulsory</p>	<p>Optional</p>	<p>Progression requirements</p>
<p>Students must take all of the following:</p>	<p>There are no optional choices.</p>	

M05 Dyslexia: Leadership and Intervention (30 credits)		
M13 Evidence and Pedagogy for Inclusion (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	M05
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
Roles in educational settings supporting the needs of learners with SEND.

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 which they are engaged with.

Technical support for Campus Online learning platform and 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.

17. HECos code(s)	101246
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18. Relevant QAA subject benchmark(s)	Level 7 (Framework for Higher Education Qualifications in England, Wales and Northern Ireland, 2008)
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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>

- SASC Consultation 2022 - 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 PgCert in SEND and Inclusion: Dyslexia - Leadership and Intervention

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 role of Wave 1 quality first teaching, in the context of strategic leadership for literacy/SpLD and at least one structured intervention/approach to literacy/dyslexia support.
A2	On completion of this programme the successful student will have an advanced knowledge, and systematic understanding, of theories about language and reading acquisition and the impact of factors that may influence acquisition including the simple view of reading and the dual route cascade model of reading.
A3	On completion of this programme the successful student will have an advanced knowledge, and systematic understanding, of reading failure, including links to self-esteem/motivation and the role of the learning environment.
A4	On completion of this programme the successful student will have an advanced knowledge, and systematic understanding, of dyslexia/SpLD as a type of reading difficulty.
A5	On completion of this programme the successful student will have an advanced knowledge, and systematic understanding, of approaches to, and the effective management of, intervention in reading

	difficulties, including those that specifically target dyslexia/SpLD, with reference to the role of instructional theory.
Skills	
B1	On completion of this programme the successful student will be able to critically analyse models and theories about reading failure.
B2	On completion of this programme the successful student will be able to effectively inform others (for example, professional colleagues, parents) about reading acquisition and failure, including SpLD.
B3	On completion of this programme the successful student will be able to systematically evaluate suitable interventions/approaches for failing readers.
B4	On completion of this programme the successful student will be able to critically evaluate and reflect on their own practice and/or research.
B5	On completion of this programme the successful student will be able to evaluate the effectiveness of a literacy intervention programme.
B6	On completion of this programme the successful student will be able to engage in reflective practice in order to enhance pedagogy.
B7	On completion of this programme the successful student will be able to design, effectively implement and critically evaluate the impact of evidence-informed provision for pupils in the learning environment.
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.
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Programme outcomes													
A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	B6	B7	B8	B9
Highest level achieved by all graduates													
7	7	7	7	7	7	7	7	7	7	7	7	7	7

Module Title	Module Code by Level	A1	A1	A3	A4	A5	B1	B2	B3	B4	B5	B6	B7	B8	B9
Dyslexia: Leadership and Intervention	M05	X	X	X	X	X	X	X			X				
Evidence and Pedagogy for Inclusion	M13								X	X		X	X	X	X