Postgraduate Certificate in SEND and Inclusion: International Award for SEN Coordination (DL)

Programme Specification

Middlesex University London

1.	Programme title	PgCert in SEND and Inclusion: International Award for SEN Coordination (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 in SEND and Inclusion: International Award for SEN Coordination (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 international educational setting and be suitably qualified for such a role.

Applicants who are not working as the named SENCO, or equivalent role, in their setting will need to provide confirmation from the head of their school or setting that they will have the required access to roles and opportunities that enable them to meet the learning outcomes.

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

Recognition of Prior Learning is not accepted for this programme.

10.	Aims of the programme

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

- To develop effective leadership and management skills in relation to SEN coordination.
- To develop a comprehensive and critical understanding of how wider cultural, political, historical and community contexts influence SEND provision internationally.
- To develop an advanced understanding of how the current research and guidance informs educational policy and practice.
- To critically examine the research on interventions in the field of SEND and demonstrate both knowledge and understanding of its applications and limitations.
- To 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 context for leading inclusive education within an international school setting.
2. the range of statutory and regulatory frameworks and the wider cultural, political, historical and community contexts influencing SEND provision internationally.
3. the strategies to differentiate between pupils who have English as an additional language and/or SEND and

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, reflecting on the application of new theoretical and professional knowledge to their practice.

Assessment methods
Students' knowledge and understanding is assessed by written coursework comprising of critical analysis, applied practice analysis and reflective analysis.

how they can affect pupils' participation and learning. 4. the role of communities and culture when promoting inclusive education.	
B. Skills On completion of this programme the successful student will be able to: 1. critically analyse and evaluate existing workplace SEND strategy, policies and procedures for inclusive education. 2. effectively analyse and evaluate different approaches to assessment or provision for a range of high-incidence SEND. 3. identify and critically analyse factors that have shaped educational policy and practice for learners with SEND. 4. critically reflect on leading practice in the setting in relation to supporting learners with SEND. 5. synthesise and critique relevant literature and research evidence in order to inform a systematic enquiry related to an aspect of SEND practice. 6. demonstrate the effective use of resources to deliver high quality SEND provision in line with best value principles. 7. communicate effectively and work strategically with senior colleagues, and to draw on external sources of support and expertise to enhance SEND provision. 8. effectively identify and implement systems for monitoring and evaluating systems of teaching and learning incorporating	**Teaching/learning methods** Students learn cognitive skills through engagement with the course learning resources and tasks requiring critical analysis, and evaluation of existing paradigms and practices. Students learn practical skills through assigned tasks within their applied educational setting and coaching. 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 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. 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. Students will demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional level.

specialist tools for collecting, analysing and using data about pupil progress. 9. employ 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.	Students will contribute to forum discussions with tutors and other delegates. 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

Students complete one module:
- M16 International Award for SEN Coordination (1 year)

12.2 Levels and modules

Level 7

Compulsory	Optional	Progression requirements
M16 International Award for SEN Coordination	There are no optional choices.	

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

12.3 Non-compensatable modules

Module level	Module code
7	M16

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)

Students are required to undertake a 2 day placement in an educational setting within their local area, to compare policy and practice with their own setting.

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

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
- Terms of Reference for Membership of the Provider Partnership - NASENCO Provider Partnership 2020 http://www.nasenco.org.uk/Provider-Partnership.php

20.	Other information

This programme and attached module are not the same as the National Award for SEN Coordination qualification. The International Award for SEN Coordination does not qualify its holders to be SENCOs in England (please refer to the National Award for SEN Coordination module M01 and the associated Postgraduate Certificate if that is your aim).

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 Postgraduate Certificate in SEND and Inclusion: International Award for SEN Coordination (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 context for leading inclusive education within an international school setting.
A2	On completion of this programme the successful student will have an advanced knowledge, and systematic understanding, of the range of statutory and regulatory frameworks and the wider cultural, political, historical and community contexts influencing SEND provision internationally.
A3	On completion of this programme the successful student will have an advanced knowledge, and systematic understanding, of the strategies to differentiate between pupils who have English as an additional language and/or SEND and how they can affect pupils' participation and learning.
A4	On completion of this programme the successful student will have an advanced knowledge, and systematic understanding, of the role of communities and culture when promoting inclusive education.
Skills	
B1	On completion of this programme the successful student will be able to critically analyse and evaluate existing workplace SEND strategy, policies and procedures for inclusive education.

http://www.mdx.ac.uk/about-us/policies/academic-quality/handbook/

B2	On completion of this programme the successful student will be able to effectively analyse and evaluate different approaches to assessment or provision for a range of high-incidence SEND.
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 learners with SEND.
B4	On completion of this programme the successful student will be able to critically reflect on leading practice in the setting in relation to supporting learners with SEND.
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 practice.
B6	On completion of this programme the successful student will be able to demonstrate the effective use of resources to deliver high quality SEND provision in line with best value principles.
B7	On completion of this programme the successful student will be able to communicate effectively and work strategically with senior colleagues, and to draw on external sources of support and expertise to enhance SEND provision.
B8	On completion of this programme the successful student will be able to effectively identify and implement systems for monitoring and evaluating systems of teaching and learning incorporating specialist tools for collecting, analysing and using data about pupil progress.
B9	On completion of this programme the successful student will be able to employ 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.

Programme outcomes												
A1	A2	A3	A4	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

Module Title	Module Code by Level	A1	A2	A3	A4	B1	B2	B3	B4	B5	B6	B7	B8	B9
International Award for SEN Coordination	M16	X	X	X	X	X	X	X	X	X	X	X	X	X

Last updated 16.08.22