Postgraduate Certificate in SEND and Inclusion: Psychology for Education (DL)

Programme Specification

1.	**Programme title**	PgCert in SEND and Inclusion: Psychology for Education (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: Psychology for Education (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:

- To develop a comprehensive and critical understanding of different psychological theories and how they relate to educational settings.
- To critically examine the research on individual differences of learners within a learning environment and how to adapt pedagogy to support these.
- To develop an advanced understanding of how the current knowledge of how positive psychology can impact on educational settings.
- To understand the specialist theories underpinning their own teaching approaches and "core values" and reflect on how these can be effectively harnessed to further develop their pedagogy.
- 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 research, literature, policy and guidance surrounding psychological theories which support individual differences in learners.
2. the way in which theory and research contribute to development of professional practice in educational psychology.
3. how positive psychology can effectively impact educational settings.

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 of critical analysis, applied practice analysis and reflective analysis.

B. Skills

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

1. critically analyse and evaluate different approaches to mediate the impact of the teacher in implementing metacognitive strategies with learners.

2. identify and critically analyse factors that can be effectively harnessed to further develop their pedagogy.

3. effectively identify links between the theories of psychology and individual needs in the school setting.

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.

6. systematically analyse current barriers for pupils in accessing any element of their education and develop effective evidence-informed solutions to enhance inclusion. remove or reduce these barriers.

7. apply specialist knowledge to practice in the real world context.

8. engage in critical 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.

Teaching/learning methods

Students learn cognitive skills through reading, reflecting on past and current experience by recording this in their reflective learning log, and through engaging in asynchronous discussions within the online forum.

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.

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

10. critically analyse the current research and good practice guidance against existing policy and applied practice in their educational setting.	Assignments, applied practice tasks, contributions to forum discussions, interactions with tutors.

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

12.1	**Structure of the programme**

Students complete two modules :

- M15 Psychology for Education (1 year)
- M13 Evidence and Pedagogy for Inclusion (1 year)

12.2	**Levels and modules**

Level 7		
Compulsory	**Optional**	**Progression requirements**
Students must take all of the following: M09 Psychology for Education (30 credits) M13 Evidence and Pedagogy for Inclusion (30 credits)	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	M09
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)	100496

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
- BPS Practice Guidelines - BPS 2017 https://www.bps.org.uk/guideline/bps-practice-guidelines-2017
- Guidance on Teaching and Assessment of Ethical Competence in Psychology Education - BPS 2015 https://www.bps.org.uk/guideline/guidance-teaching-and-assessment-ethical-competence-psychology-education-2015
- Code of Ethics and Conduct - BPS 2021 https://www.bps.org.uk/guideline/code-ethics-and-conduct

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: Psychology for Education (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 psychological theories which support individual differences in learners.
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 educational psychology.
A3	On completion of this programme the successful student will have an advanced knowledge, and systematic understanding, of how positive psychology can effectively impact educational settings.
Skills	
B1	On completion of this programme the successful student will be able to critically analyse and evaluate different approaches to mediate the impact of the teacher in implementing metacognitive strategies with learners.
B2	On completion of this programme the successful student will be able to identify and critically analyse factors that can be effectively harnessed to further develop their pedagogy.

B3	On completion of this programme the successful student will be able to effectively identify links between the theories of psychology and individual needs in the school setting.
B4	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.
B5	On completion of this programme the successful student will be able to critically evaluate and reflect on their own practice and/or research.
B6	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 effective evidence-informed solutions to enhance inclusion. remove or reduce these barriers.
B7	On completion of this programme the successful student will be able to apply specialist knowledge to practice in the real world context.
B8	On completion of this programme the successful student will be able to engage in critical 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.

Programme outcomes												
A1	A2	A3	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10
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	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10
Psychology for Education	M09	X	X	X	X	X	X			X	X			
Evidence and Pedagogy for Inclusion	M13							X	X			X	X	X