Postgraduate Certificate in SEND and Inclusion: Speech, Language and Communication Needs (DL)

Programme Specification

Middlesex University London

1.	Programme title	PgCert SEND and Inclusion: Speech, Language and Communication Needs (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: Speech, Language and Communication Needs (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:

- understand speech, language and communication needs (SLCN) and its relationship to learning and other areas of children and young people's development.
- understand the complex nature and range of SLCN and their potential impacts for children and young people.
- understand the ways in which SLCN may be identified, assessed and profiled.
- understand a range of ways in which SLCN can be effectively supported.
- understand the professional issues in joint working within schools and with other agencies in supporting SLCN.
- apply specialist skills and knowledge from real life contexts.
- innovate, implement and critically evaluate holistic plans of support for pupils with SLCN, based on theoretical knowledge and evidence-based practice.
- 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 development of Speech Language and Communication and its relevance to pupils' learning, social, emotional development and behaviour.
2. SLCN and the interaction with other areas of SEND.
3. the scope, processes and specialist methods of supporting pupils with SLCN in schools.

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 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	**Teaching/learning methods**
On completion of this programme the successful student will be able to: 1. critically evaluate the impact for pupils with SLCN at the learning, social, emotional and behavioural levels, with reference to current theory and evidence. 2. critically evaluate the processes and methods used, in identifying, assessing and profiling a child or young person's SLCN. 3. critically evaluate a range of ways SLCN can be supported in the classroom and wider school context and analyse how their effectiveness may be evaluated. 4. systematically evaluate ways to fully engage children and young people with SLCN in all aspects of their support. 5. evaluate the factors contributing to effective inter-professional and inter-agency collaboration in relation to children with SLCN. 6. synthesise and critique relevant literature and research evidence in order to inform a systematic enquiry related to an aspect of SEND practice. 7. critically evaluate and reflect on their own practice and/or research. 8. effectively analyse current barriers for pupils with SLCN in accessing any elements of their school and develop original solutions to remove or reduce these barriers. 9. construct a holistic profile of the needs of a child or young person with SLCN, including their strengths, synthesising formal and informal assessment information.	Students learn 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' 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. design, implement and critically evaluate the impact of evidence-informed provision for pupils SLCN in the learning environment.	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:

- M07 Speech, Language and Communication Needs (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: M07 Speech, Language and Communication Needs (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	M07
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

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.

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 development of Speech Language and Communication and its relevance to pupils' learning, social, emotional development and behaviour.
A2	On completion of this programme the successful student will have an advanced knowledge, and systematic understanding, of SLCN and the interaction with other areas of SEND.
A3	On completion of this programme the successful student will have an advanced knowledge, and systematic understanding, of the scope, processes and specialist methods of supporting pupils with SLCN in schools.
Skills	
B1	On completion of this programme the successful student will be able to critically evaluate the impact for pupils with SLCN at the learning, social, emotional and behavioural levels, with reference to current theory and evidence.
B2	On completion of this programme the successful student will be able to critically evaluate the processes and methods used, in identifying, assessing and profiling a child or young person's SLCN.

B3	On completion of this programme the successful student will be able to critically evaluate a range of ways SLCN can be supported in the classroom and wider school context and analyse how their effectiveness may be evaluated.
B4	On completion of this programme the successful student will be able to systematically evaluate ways to fully engage children and young people with SLCN in all aspects of their support.
B5	On completion of this programme the successful student will be able to evaluate the factors contributing to effective inter-professional and inter-agency collaboration in relation to children with SLCN.
B6	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.
B7	On completion of this programme the successful student will be able to critically evaluate and reflect on their own practice and/or research.
B8	On completion of this programme the successful student will be able to effectively analyse current barriers for pupils with SLCN in accessing any elements of their school and develop original solutions to remove or reduce these barriers.
B9	On completion of this programme the successful student will be able to construct a holistic profile of the needs of a child or young person with SLCN, including their strengths, synthesising formal and informal assessment information.
B10	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 SLCN in the learning environment.

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
Speech, Language and Communication Needs	M07	X	X	X	X	X	X	X	X			X	X	
Evidence and Pedagogy for Inclusion	M13									X	X			X