MEd in Inclusive Educational Leadership (DL)

Programme Specification

1.	Programme title	_PgCert in Special Educational Needs 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, July, 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 Special Educational Needs 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 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 effective leadership and management skills in relation to SEND and inclusion.
- To develop a comprehensive and critical understanding of how wider cultural, political, historical and community contexts influence SEND and inclusion provision.
- 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 inclusion; demonstrating specialist knowledge and understanding of both 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	Teaching/learning methods
On completion of this programme the successful student will have an advanced knowledge, and systematic understanding, of: 1. the national or international context for leading inclusive education. 2. the complex range of statutory and regulatory frameworks and the wider cultural, political, historical and community contexts influencing inclusion.	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.

3. the specialist strategies to differentiate between pupils who have different SEND and/or inclusion needs and 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 strategy, policies and procedures for inclusive education. 2. critically analyse and evaluate different approaches to assessment or provision for a range of high-incidence inclusion factors. 3. systematically identify and critically analyse factors that have shaped inclusive educational policy and practice. 4. critically reflect on leading practice in the setting in relation to supporting inclusive teaching. 5. demonstrate the effective use of resources to deliver high quality inclusive practice in line with best value principles. 6. communicate effectively to, and work strategically with, senior colleagues, and to draw on external sources of support and expertise to enhance inclusion. 7. identify and implement effective systems for monitoring and evaluating systems of teaching and learning incorporating tools for	**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.

collecting, analysing and using data about pupil progress. 8. employ different specialist 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. 9. use what they have learnt in order to construct their own specialist understanding, to critically reflect on their own practice, and evaluate their decisions made in terms of theory. 10. deal with complex issues systematically and communicate their understanding clearly and effectively.	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 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

	Compulsory Modules	Optional Modules
PgCert	**M22a Leading Inclusive Practice (30 credits)** **and** RPL for the *National Professional Qualification for Special Educational Needs Co-ordinators* (30 credits)	**None**

12.2	Levels and modules

Level 7 (PgCert stage)

Compulsory	Optional	Progression requirements
M22a Leading Inclusive Practice (30 credits), plus RPL of 30 credits for		

the *National Professional Qualification for Special Educational Needs Co-ordinators* leads to the award of *PgCert Special Educational Needs Co-ordinators.*		

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

12.3 Non-compensatable modules	
Module level	**Module code**
7	M22a

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

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 _[title of Programme]_**

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 national or international context for leading inclusive education.
A2	On completion of this programme the successful student will have an advanced knowledge, and systematic understanding, of the complex range of statutory and regulatory frameworks and the wider cultural, political, historical and community contexts influencing inclusion.
A3	On completion of this programme the successful student will have an advanced knowledge, and systematic understanding, of the specialist strategies to differentiate between pupils who have different SEND and/or inclusion needs 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 strategy, policies and procedures for inclusive education.
B2	On completion of this programme the successful student will be able to critically analyse and evaluate different approaches to assessment or provision for a range of high-incidence inclusion factors.
B3	On completion of this programme the successful student will be able to systematically identify and critically analyse factors that have shaped inclusive educational policy and practice.
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 inclusive teaching.
B5	On completion of this programme the successful student will be able to demonstrate the effective use of resources to deliver high quality inclusive practice in line with best value principles.
B6	On completion of this programme the successful student will be able to communicate effectively to, and work strategically with, senior colleagues, and to draw on external sources of support and expertise to enhance inclusion.

B7	On completion of this programme the successful student will be able to identify and implement effective systems for monitoring and evaluating systems of teaching and learning incorporating tools for collecting, analysing and using data about pupil progress.
B8	On completion of this programme the successful student will be able to employ different specialist 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.
B9	On completion of this programme the successful student will be able to use what they have learnt in order to construct their own specialist understanding, to critically reflect on their own practice, and evaluate their decisions made in terms of theory.
B10	On completion of this programme the successful student will be able to deal with complex issues systematically and communicate their understanding clearly and effectively.

Programme outcomes													
A1	A2	A3	A4	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	7

Module Title	Module Code by Level	A1	A2	A3	A4	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10
Leading Inclusive Practice (30 credits)	M22a	X	X	X	X	X	X	X	X	X	X	X	X	X	X