

MEd in Inclusive Educational Leadership (DL)

Programme Specification



1. Programme title	<i>MEd in Inclusive Educational Leadership (DL)</i> <i>PgDip in Inclusive Educational Leadership (DL)</i> <i>PgCert in Inclusive Educational Leadership (DL)</i>
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	<i>MEd in Inclusive Educational Leadership (DL)</i> <i>PgDip in Inclusive Educational Leadership (DL)</i> <i>PgCert in Inclusive Educational Leadership (DL)</i>
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

On completion of this programme the successful student will have an advanced knowledge, and systematic understanding, of:

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

<ol style="list-style-type: none"> 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. 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. 5. the range of research paradigms. <p><i>Programme outcome A5 is not included in either the PgCert or PgDip qualifications.</i></p>	<p>of current research and policy documents, reflecting on the application of new theoretical and professional knowledge to their practice.</p> <p>Assessment methods Students' knowledge and understanding is assessed by written coursework comprising of critical analysis, applied practice analysis and reflective analysis.</p>
<p>B. Skills On completion of this programme the successful student will be able to:</p> <ol style="list-style-type: none"> 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. 	<p>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.</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 Students' cognitive skills are assessed by written coursework including critical analysis, applied practice analysis and reflective</p>

<ol style="list-style-type: none"> 4. critically reflect on leading practice in the setting in relation to supporting inclusive teaching. 5. effectively use 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. systematically 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. 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. 11. critically analyse the current literature, research evidence and good practice guidance against existing policy and applied practice in their educational setting, in order to inform a systematic enquiry related to an aspect of inclusion practice. 	<p>analysis. Students will demonstrate originality of approach to the opportunities and challenges presented within their applied workplace setting.</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 will contribute to forum discussions with tutors and other delegates.</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>
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Programme outcome B11 is not included in either the PgCert or PgDip qualifications.

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

12.1 Structure of the programme

	Compulsory Modules	Optional Modules
<p>PgCert (1 year)</p>	<p>One module from the following:</p> <ul style="list-style-type: none"> • M01 National Award for SEN Coordination • M16 International Award for SEN Coordination • M22a Leading Inclusive Practice • M22b Leading Inclusive Practice 	
<p>PgDip (2-3 years)</p>	<p>One module from the following:</p> <ul style="list-style-type: none"> • M01 National Award for SEN Coordination • M16 International Award for SEN Coordination • M22a Leading Inclusive Practice • M22b Leading Inclusive Practice 	60 credits taken from any other SEND and Inclusion Programme modules
<p>MEd (3-4 years)</p>	<ul style="list-style-type: none"> • M10 Enquiry-based Practice <p>and one module from the</p>	60 credits taken from any other SEND and Inclusion Programme modules

	<p>following:</p> <ul style="list-style-type: none"> ● M01 National Award for SEN Coordination ● M16 International Award for SEN Coordination ● M22a Leading Inclusive Practice ● M22b Leading Inclusive Practice 	
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12.2 Levels and modules		
PgCert		
Compulsory	Optional	Progression requirements
<p>Students must take 60 credits from the following list:</p> <ul style="list-style-type: none"> ● M01 National Award for SEN Coordination (60 credits) ● M16 International Award for SEN Coordination (60 credits) ● M22a Leading Inclusive Practice (30 credits), plus RPL of at least 30 credits for completion of a relevant <i>National Professional Qualification</i>. ● M22b Leading Inclusive Practice (60 credits) 		
PgDip		
Compulsory	Optional	Progression requirements
<p>Students must take 60 credits from the following list:</p> <ul style="list-style-type: none"> ● M01 National Award for SEN Coordination (60 credits) 	<p>Recommended option:</p> <ul style="list-style-type: none"> ● M17 Auditing and Leading Improvement (60 credits) 	

<ul style="list-style-type: none"> • M16 International Award for SEN Coordination (60 credits) • M22a Leading Inclusive Practice (30 credits), plus RPL of at least 30 credits for completion of a relevant <i>National Professional Qualification</i>. • M22b Leading Inclusive Practice (60 credits) 	<p>Or 60 credits taken from the following:</p> <ul style="list-style-type: none"> • M02 Certificate of Competence in Educational Testing (30 credits) • M03 Autism Spectrum Conditions (30 credits) • M04 Social, Emotional and Mental Health Needs (30 credits) • M05 Dyslexia: Leadership and Intervention (30 credits) • M06 Dyslexia - Professional Report Writing (30 credits) • M07 Speech, Language and Communication Needs (30 credits) • M08 Cognition and Learning (30 credits) • M09 Psychology for Education (30 credits) • M13 Evidence and Pedagogy for Inclusion (30 credits) • M18 Enhancing Assessment Practice (30 credits) • M19 Access Arrangements Course (0 credits) • M20 Senior Mental Health Leadership - Advanced Award (30 credits) • M23 Gender and Sexuality (30 credits) • M24 Cross-Cultural Issues in SEND (30 credits) • M25 Learning Conversations, Mentoring and Coaching (30 credits) • M26 Migration and Language Acquisition (30 credits) 	
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	<ul style="list-style-type: none"> • DAPP22-01 Mathematical Understanding and Teaching Methods (30 credits) • DAPP22-02 Maths Teaching and Dynamic Assessment (30 credits) 	
Level 7 (MEd stage)		
Compulsory	Optional	Progression requirements
<ul style="list-style-type: none"> • M10 Enquiry-based Practice (60 credits) <p>Students must take 60 credits from the following list:</p> <ul style="list-style-type: none"> • M01 National Award for SEN Coordination (60 credits) • M16 International Award for SEN Coordination (60 credits) • M22a Leading Inclusive Practice (30 credits), plus RPL of at least 30 credits for completion of a relevant <i>National Professional Qualification</i>. • M22b Leading Inclusive Practice (60 credits) 	<p>Recommended option:</p> <ul style="list-style-type: none"> • M17 Auditing and Leading Improvement (60 credits) <p>Or 60 credits taken from the following:</p> <ul style="list-style-type: none"> • M02 Certificate of Competence in Educational Testing (30 credits) • M03 Autism Spectrum Conditions (30 credits) • M04 Social, Emotional and Mental Health Needs (30 credits) • M05 Dyslexia: Leadership and Intervention (30 credits) • M06 Dyslexia - Professional Report Writing (30 credits) • M07 Speech, Language and Communication Needs (30 credits) • M08 Cognition and Learning (30 credits) • M09 Psychology for Education (30 credits) • M13 Evidence and Pedagogy for Inclusion (30 credits) • M18 Enhancing Assessment Practice (30 credits) 	

	<ul style="list-style-type: none"> • M19 Access Arrangements Course (0 credits) • M20 Senior Mental Health Leadership - Advanced Award (30 credits) • M23 Gender and Sexuality (30 credits) • M24 Cross-Cultural Issues in SEND (30 credits) • M25 Learning Conversations, Mentoring and Coaching (30 credits) • M26 Migration and Language Acquisition (30 credits) • DAPP22-01 Mathematical Understanding and Teaching Methods (30 credits) • DAPP22-02 Maths Teaching and Dynamic Assessment (30 credits) 	
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*Please refer to your programme page on the website re availability of option modules

12.3 Non-compensatable modules	
Module level	Module code
7	M10
7	M01
7	M16
7	M22a
7	M22b

13. Information about assessment regulations
<p>Standard Middlesex University regulations apply to this programme.</p> <p>These can be found at: https://www.mdx.ac.uk/about-us/policies</p>

14. Placement opportunities, requirements and support (if applicable)
N/A

15. Future careers / progression
<p>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.</p>

16. Particular support for learning
<p>Support for online learning will be given as this programme is delivered via distance learning.</p> <p>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.</p> <p>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.</p> <p>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.</p>

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)

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.
A5	On completion of this programme the successful student will have an advanced knowledge, and systematic understanding, of the range of research paradigms.
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 effectively use 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 systematically 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.
B11	On completion of this programme the successful student will be able to critically analyse the current literature, research evidence and good practice guidance against existing policy and applied practice in their educational setting, in order to inform a systematic enquiry related to an aspect of inclusion practice.

Programme outcomes																
A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	B11	
Highest level achieved by all graduates																
7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	

Module Title	Module Code by Level	A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	B11
Compulsory Module for MEd Award																	
Enquiry-based Practice (60 credits)	M10					X											X
Core Modules for All Awards																	
National Award for SEN Coordination (60 credits)	M01	X	X	X	X		X	X	X	X	X	X	X	X	X	X	
International Award for SEN Coordination (60 credits)	M16	X	X	X	X		X	X	X	X	X	X	X	X	X	X	
Leading Inclusive Practice (30 credits)	M22a	X	X	X	X		X	X	X	X	X	X	X	X	X	X	
Leading Inclusive Practice (60 credits)	M22b	X	X	X	X		X	X	X	X	X	X	X	X	X	X	