

Masters of Education in SEND and Inclusion: Assessment (DL)

Programme Specification



1. Programme title	MEd in SEND and Inclusion: Assessment (DL) PgDip in SEND and Inclusion: Assessment (DL) PgCert in SEND and Inclusion: Assessment (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	MEd in SEND and Inclusion: Assessment (DL) PgDip in SEND and Inclusion: Assessment (DL) PgCert in SEND and Inclusion: Assessment (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:

- be able to interpret complex psychometric test scores.
- be able to write specialist assessment reports, and to systematically understand and interpret the reports of others.
- be able to comply with the specialist requirements of relevant legislation in their assessment processes.
- engage in critical reflection about assessment and intelligence testing practice.
- critically evaluate the impact of assessment and testing practice.
- apply specialist knowledge and skills in assessment and testing to educational contexts.

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:

- Engagement with the programme materials.
- Tutor directed reading.

<ol style="list-style-type: none"> 1. specialist theories underlying assessment and testing. 2. policy and legislation as applicable to assessment and testing. 3. how psychometric tests are developed and standardised. 4. the way in which theory and research contribute to the development of professional practice in assessment and testing. 5. cognitive processing skills and difficulties. 6. how specialist knowledge explored in the programme has impacted on wider educational policy and professional practices. 7. the range of research paradigms. <p><i>Programme outcome A6 is not included in either the PgCert qualifications.</i></p> <p><i>Programme outcome A7 is not included in either the PgCert or PgDip qualifications.</i></p>	<ul style="list-style-type: none"> ● Individually directed reading in a specialist area. ● Problem based and enquiry-based learning scenarios. ● Engagement in online discussion forums. <p>Assessment methods</p> <p>Students' knowledge and understanding is assessed by coursework and critical analysis assignments, which are detailed in module narratives. Assessment methods will vary according to module content and focus but can include:</p> <ul style="list-style-type: none"> ● Written assignments. ● Reflective journals. ● Critical literature reviews. ● Engagement in problem-based learning scenarios. ● Critique of local policy and practice. ● Action research that includes rigorous design/procedure/ justification. ● Multimedia presentation/seminar with accompanying notes.
<p>B. Skills</p> <p>On completion of this programme the successful student will be able to:</p> <ol style="list-style-type: none"> 1. critique literature relating to specialist theories of assessment and testing. 2. critically analyse current theories and professional practice in assessment and testing. 3. effectively select, administer and interpret a range of educational tests, and report the findings in a way that is intelligible to a lay person. 4. apply specialist elements of organisational psychology/self organised learning to critically review their own assessment practice. 	<p>Teaching/learning methods</p> <p>Students learn skills through</p> <ul style="list-style-type: none"> ● Engagement with the programme materials. ● Tutor-directed reading. ● Individually directed reading in a specialist area. ● Problem based and enquiry-based learning scenarios. ● Engagement in online discussion forums. <p>Students will develop enhanced academic skills through the support and tutoring</p>

<ol style="list-style-type: none"> 5. design and critically evaluate the impact of evidence-informed provision for pupils in the learning environment. 6. critically analyse the current research and good practice guidance against existing policy and applied practice in their educational setting. 7. use what they have learnt in order to construct their own understanding, to critically reflect on their own practice, and evaluate their decisions made in terms of theory. 8. deal with complex issues systematically and communicate their understanding clearly and effectively. 9. engage in critical reflective practice in order to enhance pedagogy. 10. systematically evaluate the impact of research evidence/evidence bases on SEND and inclusion practice. <p><i>Programme outcome B9 is not included in either the PgCert qualifications.</i></p> <p><i>Programme outcome B10 is not included in either the PgCert or PgDip qualifications.</i></p>	<p>available within the module and through formative feedback for their assignments.</p> <p>Assessment methods</p> <p>Students' skills are assessed by coursework and critical analysis or reflective analysis assignments, which are detailed in module narratives. Assessment methods will vary according to module content and focus but may include:</p> <ul style="list-style-type: none"> ● Written assignments. ● Reflective journals. ● Critical literature reviews. ● Engagement in problem-based learning scenarios. ● Critique of local policy and practice. ● Action research that includes rigorous design/procedure/ justification. ● Multimedia presentation/seminar with accompanying notes. ● Portfolio of evidence which might include multimedia productions. <p>In particular, assessment of practical skills will examine the extent to which students are able to make theory and practice links and thus enhance the experience of the children or young people with whom they are working.</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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12. Programme structure (levels, modules, credits and progression requirements)

12.1 Structure of the programme

	Compulsory Modules	Optional Modules
PgCert	<ul style="list-style-type: none"> • M02 Certificate of Competence in Educational Testing (30 credits) <p>and one of the following:</p> <ul style="list-style-type: none"> • M08 Cognition and Learning (30 credits) • M18 Enhancing Assessment Practice (30 credits) 	<ul style="list-style-type: none"> • M19 Access Arrangements Course (0 credits)
PgDip	<ul style="list-style-type: none"> • M02 Certificate of Competence in Educational Testing (30 credits) <p>At least one module from:</p> <ul style="list-style-type: none"> • M06 Dyslexia - Professional Report Writing (30 credits) • M08 Cognition and Learning (30 credits) • M18 Enhancing Assessment Practice (30 credits) <p>At least one module from:</p> <ul style="list-style-type: none"> • M01 National Award for SEN Coordination (60 credits) 	30-60 credits taken from any SEND and Inclusion Programme modules

	<ul style="list-style-type: none"> ● M13 Evidence and Pedagogy for Inclusion (30 credits) ● M16 International Award for SEN Coordination (60 credits) ● M17 Auditing and Leading Improvement (60 credits) ● M18 Enhancing Assessment Practice (30 credits) ● M22a Leading Inclusive Practice (30 credits) ● M22b Leading Inclusive Practice (60 credits) 	
<p style="text-align: center;">MEd</p>	<ul style="list-style-type: none"> ● M02 Certificate of Competence in Educational Testing (30 credits) ● M10 Enquiry-based Practice (60 credits) <p>At least one module from:</p> <ul style="list-style-type: none"> ● M06 Dyslexia - Professional Report Writing (30 credits) ● M08 Cognition and Learning (30 credits) ● M18 Enhancing Assessment Practice (30 credits) 	<p>30-60 credits taken from any SEND and Inclusion Programme modules</p>

	<p>At least one module from:</p> <ul style="list-style-type: none"> ● M01 National Award for SEN Coordination (60 credits) ● M13 Evidence and Pedagogy for Inclusion (30 credits) ● M16 International Award for SEN Coordination (60 credits) ● M17 Auditing and Leading Improvement (60 credits) ● M18 Enhancing Assessment Practice (30 credits) ● M22a Leading Inclusive Practice (30 credits) ● M22b Leading Inclusive Practice (60 credits) 	
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12.2 Levels and modules		
PgCert		
Compulsory	Optional	Progression requirements
<ul style="list-style-type: none"> ● M02 Certificate of Competence in Educational Testing (30 credits) <p>or RPL of 30 credits from the <i>Certificate in Psychometric Testing, Assessment and Access Arrangements (CPT3A)</i></p>	<ul style="list-style-type: none"> ● M19 Access Arrangements Course (0 credits) 	

<p>Plus 30 credits chosen from the following:</p> <ul style="list-style-type: none"> • M08 Cognition and Learning (30 credits) • M18 Enhancing Assessment Practice (30 credits) 		
PgDip		
Compulsory	Optional	Progression requirements
<ul style="list-style-type: none"> • M02 Certificate of Competence in Educational Testing (30 credits) <p>or RPL of 30 credits from the <i>Certificate in Psychometric Testing, Assessment and Access Arrangements (CPT3A)</i></p> <p>Plus 30 credits chosen from the following:</p> <ul style="list-style-type: none"> • M06 Dyslexia - Professional Report Writing (30 credits) • M08 Cognition and Learning (30 credits) • M18 Enhancing Assessment Practice (30 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"> • M01 National Award for SEN Coordination (60 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) • M16 International Award for SEN Coordination (60 credits) • M18 Enhancing Assessment Practice (30 credits) 	<p>Students must complete at least one of the following during the PgDip stage:</p> <ul style="list-style-type: none"> • M01 National Award for SEN Coordination (60 credits) • M13 Evidence and Pedagogy for Inclusion (30 credits) • M16 International Award for SEN Coordination (60 credits) • M17 Auditing and Leading Improvement (60 credits) • M18 Enhancing Assessment Practice (30 credits) • M22a Leading Inclusive Practice (30 credits) • M22b Leading Inclusive Practice (60 credits)

	<ul style="list-style-type: none"> • M19 Access Arrangements Course (0 credits) • M20 Senior Mental Health Leadership - Advanced Award (30 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) • 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) 	
MEd		
Compulsory	Optional	Progression requirements
<ul style="list-style-type: none"> • M10 Enquiry-based Practice (60 credits) • M02 Certificate of Competence in Educational Testing (30 credits) <p>or RPL of 30 credits from the <i>Certificate in Psychometric Testing, Assessment and Access Arrangements (CPT3A)</i></p>	<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"> • M01 National Award for SEN Coordination (60 credits) • M03 Autism Spectrum Conditions (30 credits) 	<p>Students must complete at least one of the following during the PgDip stage:</p> <ul style="list-style-type: none"> • M01 National Award for SEN Coordination (60 credits) • M13 Evidence and Pedagogy for Inclusion (30 credits)

<p>Plus 30 credits chosen from the following:</p> <ul style="list-style-type: none"> • M06 Dyslexia - Professional Report Writing (30 credits) • M08 Cognition and Learning (30 credits) • M18 Enhancing Assessment Practice (30 credits) 	<ul style="list-style-type: none"> • 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) • M16 International Award for SEN Coordination (60 credits) • M18 Enhancing Assessment Practice (30 credits) • M19 Access Arrangements Course (0 credits) • M20 Senior Mental Health Leadership - Advanced Award (30 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) • M23 Gender and Sexuality (30 credits) • M24 Cross-Cultural Issues in SEND (30 credits) • M25 Learning Conversations, Mentoring and Coaching (30 credits) 	<ul style="list-style-type: none"> • M16 International Award for SEN Coordination (60 credits) • M17 Auditing and Leading Improvement (60 credits) • M18 Enhancing Assessment Practice (30 credits) • M22a Leading Inclusive Practice (30 credits) • M22b Leading Inclusive Practice (60 credits)
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	<ul style="list-style-type: none"> • 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	M02
7	M06
7	M10
7	M08
7	M18

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

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
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18. Relevant QAA subject benchmark(s)	Level 7 (Framework for Higher Education Qualifications in England, Wales and Northern Ireland, 2008)
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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>
- APC Report Criteria - SASC 2020 <https://www.sasc.org.uk/sasc-downloads/>
- Assessment Test Guidance - SASC 2023 <https://www.sasc.org.uk/sasc-downloads/>
- SASC Consultation 2022 - SASC 2022 <https://www.sasc.org.uk/sasc-downloads/>

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 *MEd in SEND and Inclusion (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 specialist theories underlying assessment and testing.
A2	On completion of this programme the successful student will have an advanced knowledge, and systematic understanding, of policy and legislation as applicable to assessment and testing.
A3	On completion of this programme the successful student will have an advanced knowledge, and systematic understanding, of how psychometric tests are developed and standardised.
A4	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 the development of professional practice in assessment and testing.

A5	On completion of this programme the successful student will have an advanced knowledge, and systematic understanding, of cognitive processing skills and difficulties.
A6	On completion of this programme the successful student will have an advanced knowledge, and systematic understanding, of how specialist knowledge explored in the programme has impacted on wider educational policy and professional practices.
A7	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 critique literature relating to specialist theories of assessment and testing.
B2	On completion of this programme the successful student will be able to critically analyse current theories and professional practice in assessment and testing.
B3	On completion of this programme the successful student will be able to effectively select, administer and interpret a range of educational tests, and report the findings in a way that is intelligible to a lay person.
B4	On completion of this programme the successful student will be able to apply specialist elements of organisational psychology/self organised learning to critically review their own assessment practice.

B5	On completion of this programme the successful student will be able to design and critically evaluate the impact of evidence-informed provision for pupils in the learning environment.
B6	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.
B7	On completion of this programme the successful student will be able to use what they have learnt in order to construct their own understanding, to critically reflect on their own practice, and evaluate their decisions made in terms of theory.
B8	On completion of this programme the successful student will be able to deal with complex issues systematically and communicate their understanding clearly and effectively.
B9	On completion of this programme the successful student will be able to engage in critical reflective practice in order to enhance pedagogy.
B10	On completion of this programme the successful student will be able to systematically evaluate the impact of research evidence/evidence bases on SEND and inclusion practice.

Programme outcomes																
A1	A2	A3	A4	A5	A6	A7	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	7	7	7	7	7	7
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Module Title	Module Code	A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10
Compulsory Module for All Awards																		
Certificate of Competence in Educational Testing (30 credits)	M02	X		X	X				X		X	X				X		
Compulsory Module for MEd Awards																		
M12 Enquiry-based Practice (60 credits)	M10							X										X
Core Modules for all Awards																		
Enhancing Assessment Practice (30 credits)	M18		X			X	X			X			X	X	X		X	
Cognition and Learning (30 credits)	M08		X			X				X			X	X	X			
Core Modules for PgDip and MEd Awards																		
National Award for SEN Coordination (60 credits)	M01						X						X	X	X		X	
Dyslexia - Professional Report Writing (30 credits)	M06		X			X				X								
International Award for SEN Coordination (60 credits)	M16						X						X	X	X		X	

Auditing and Leading Improvement (60 credits)	M17						X			X			X	X	X		X	
Leading Inclusive Practice (30 credits)	M22a						X						X	X	X		X	
Leading Inclusive Practice (60 credits)	M22b						X						X	X	X		X	