



## Prospectus **SEND** Programme

Masters-level, practice-led learning modules in Special Educational Needs and Disabilities to expand your expertise and specialist skills.

Postgraduate Certificates  
Postgraduate Diploma  
Master of Education (SEND)

# Welcome to the SEND Programme



## Did you know, children with SEND are:












- Over 20% of the school population?
- Twice as likely to be persistently absent from school?
- More than four times as likely to be permanently excluded?
- More likely to report being bullied?
- Over twice as likely to be out of education training or employment when they leave school?

As the above facts from the *Lamb Inquiry Report into SEN and Parental Confidence* illustrate, improving outcomes for this vulnerable group is one of the greatest challenges facing education professionals today. And whether you're a teacher, teaching assistant, head teacher or other professional interested in developing your expertise in special educational needs and disabilities, the fact that you are reading this prospectus indicates that you want to meet that challenge.

At Real Training, we're passionate about helping education professionals develop the confidence and expertise to ensure these vulnerable learners have the best chance to succeed. That's why we've brought together some of the finest education leaders and distance learning experts to develop a new kind of learning experience, one that makes the most of the practical skills you already have and allows you to learn and develop within your setting and alongside your colleagues.

You are unique. So is each child you work with. We hope that in this unique programme you will find the tools to help you fulfil your ambitions to help them thrive.

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'Solutions to children's learning difficulties lie with teachers who are confident that they have or can access the skills and expertise that they need to promote children's progress.'

**Brian Lamb OBE, author of the *Lamb Inquiry Report into SEN and Parental Confidence***



## Gain confidence and skills

Comprising an unrivalled range of practice-led distance learning modules, the SEND Programme has been developed to give you the confidence and core skills to meet the needs of the most vulnerable learners and provide benefit to your school or setting that translates into evidence of effectiveness for Ofsted. At Real Training, we believe that these benefits should go hand in hand.

## Qualifications with credibility

On the SEND Programme, you can be sure you'll receive first class instruction and support. The programme is quality assured by Middlesex University, and you will receive a Middlesex award upon successful completion. All modules have been developed in conjunction with leading SEND experts, educational psychologists and partners such as Brian Lamb, OBE and the Swiss Cottage School Development and Research Centre. Module leaders are all acknowledged experts in their field and course tutors are experienced SEND professionals.

With tutor support available online, and Real Training's learning coaches ready to help with technical and career development advice, support and help is never far away on the SEND Programme.

## A unique way to learn

The modules are based on Real Training's Practice-Led Learning Cycle. Each module consists of a number of practical activities that take place in your setting, supported by theory and case studies. These activities not only allow you to learn from your practice, but encourage you to feed your learning back into your practice – as your setting develops with you. The practical activities are designed to ensure you gain the essential skills Ofsted inspectors are looking for.



### Meeting **your** needs

- Develop your expertise.
- Demonstrate pupil progress.
- Prove your effectiveness.
- Implement the Children and Families Act.

### Ofsted wants SEND professionals who can:

- Improve outcomes for vulnerable learners ✓
- Identify children's needs early ✓
- Understand a range of interventions and their effectiveness ✓
- Raise awareness among their colleagues ✓
- Explain the importance of particular approaches and interventions ✓
- Recognise when to call in specialist expertise ✓

### SEND Programme



'There's a fantastic mix of educational practitioners on the course.'

**SEND Programme delegate**

## Create your ideal package

The range of modules gives you maximum flexibility to develop your expertise in crucial areas of need and address broader themes across the curriculum. The 30- and 60-credit modules can be studied individually or in combination to suit your professional development. You can exit with either a Postgraduate Certificate, Postgraduate Diploma or build towards a Master of Education. You could start on a single module and build as you go, or begin up to three modules in one year and progress to your MEd in as little as one year depending on your prior accreditation. The following chart shows you how.



### Meeting **their** needs

- Help vulnerable children to achieve their potential.
- Strengthen the voices of children.
- Reduce exclusions.
- Support parents to help their children.

## SEND Programme – how it works

### Choose a single 30-credit module to develop your expertise:

If you want to develop your expertise in a specific area, choose a 30-credit Skills & Knowledge module. A great choice if you want to start towards a higher qualification but want to ease your way back into study.

### Take 60 credits for a Postgraduate Certificate (60 credits):

Complete the Skills & Knowledge and Application & Reflection modules for any subject area (or CCET and Educational Testing Application & Reflection modules), or two Skills & Knowledge modules, and you will gain the appropriate Postgraduate Certificate.

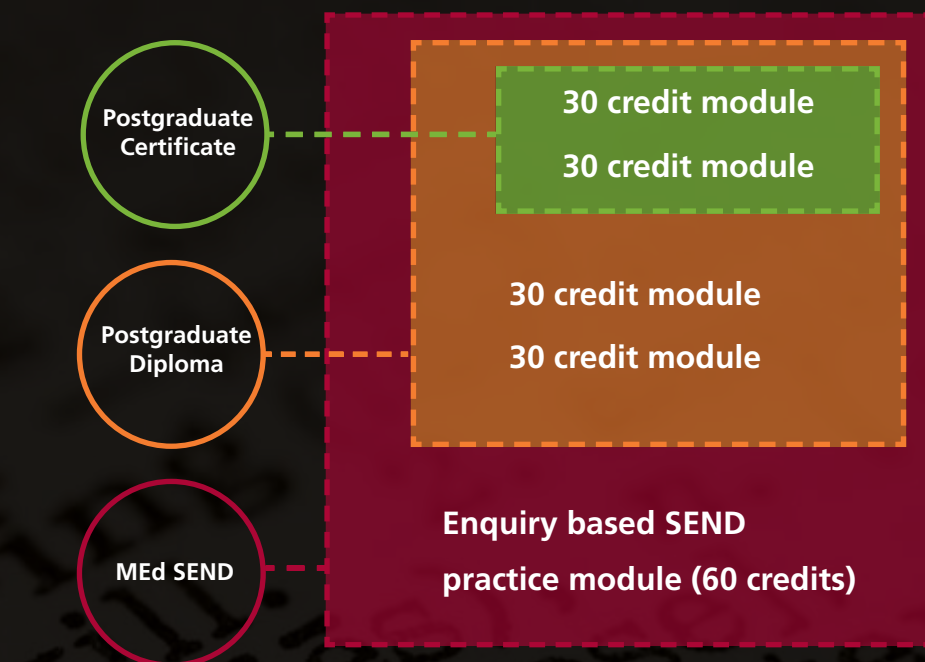
The 60-credit National Award for SEN Coordination module also confers the Postgraduate Certificate.

### Add 60 credits for a Postgraduate Diploma (120 credits):

Add another 60 credits to the above and you will qualify for the Postgraduate Diploma (Special Educational Needs & Disability). You must complete at least one complementary pair of modules so that you cover both Skill & Knowledge and Application & Reflection components. You may not choose Enquiry-based SEND Practice at this stage.

### Add the Enquiry-based SEND Practice module to complete your Master of Education (180 credits):

Once you have attained 120 Masters credits, simply complete the 60-credit Enquiry-based SEND Practice module in the final year of



your studies and you will be awarded the Master of Education Special Educational Needs & Disability (MEd SEND).

### Accreditation for your prior learning

Real Training is delighted to welcome delegates to the programme who have already gained relevant credits at Masters level (Level 7 credits) on another course.

A maximum of two-thirds of the credits for any final exit award can be obtained through APL. Therefore, delegates will need to consider their intended exit point from the SEND programme. Contact us for full details of APL criteria.



'Before making the final judgement on the overall effectiveness, inspectors must also evaluate the extent to which the education provided meets the needs of pupils who have disabilities and special educational needs.'

Ofsted, *School Inspection Handbook*, 2014

## A unique learning environment

On the SEND Programme you will experience the very best online learning has to offer. Real Training's virtual learning environment, Campus Online has many features specifically designed to make the experience of learning rewarding and collaborative. In addition to interaction with your tutor and other delegates we

provide access to videos, webinars and over two thousand educationally relevant full text journals. Work anywhere you have an internet connection, anytime you want.

The screenshot shows the 'SEND programme' interface for the 'Dyslexia: Leadership and Intervention Skills & Knowledge' module. The page is titled 'Module page' and includes a welcome message from the module leader, Julie Cozens. The interface is organized into sections: 'Introduction: Getting to know this module', 'Strand 1: Leading strategic consultations with colleagues on literacy development', and 'Learning Experience 1.1: Identify colleagues and learners for your consultations'. A 'Resources' section at the bottom offers access to EBSCO databases. Callouts from the surrounding text point to various features: 'Online library' points to the 'Library' icon; 'Easy to follow structure' points to the 'Introduction' section; 'Collaborative activities' points to the 'Strand 1' section; 'Access to sample assignments, video, live webinars and bespoke resources' points to the 'Resources' section; 'Discussion forums' points to the 'Discussions' icon; 'Online notebook' points to the 'Notebook' icon; 'Tutor feedback' points to the 'Leader Julie Cozens' profile; and 'Access to EBSCO online journal databases' points to the 'EBSCO' logo at the bottom right.



'The online course format looks fantastic and very clear to follow.'

**SEND Programme delegate**

## Take the next step in SEND

The unique structure of the SEND Programme modules and Campus Online activities will ensure that you never feel lonely or unsupported in your studies. As you learn, you will develop your professional network both within your setting and through collaboration and discussion with other delegates on the programme. The range of interactions will ensure you expand that network, gain confidence in discussing your work and lay the foundation for a community of professional support that will benefit you for years to come.

We're sure you will find the right modules for you on the following pages.

'An exciting and essential opportunity to take SEND practice to the next level. These qualifications will help professionals apply knowledge and develop practice-based evidence of effectiveness.'



**Brian Lamb OBE**



# National Award for SEN Coordination

Completion of this module leads to the **Postgraduate Certificate: National Award for SEN Coordination**

## The national standard for SENCOs

Since its introduction in 2009, the National Award for SEN Coordination has been the highly regarded training route achieving consistent, rigorous and effective outcomes for SENCOs in schools. Mandatory for new-to-role SENCOs in England, the award is often mentioned as a requirement in job adverts by headteachers and governors keen to ensure their new SENCO knows the latest research, policy and guidance and has first-rate skills in applied SEND practice. As a result, aspiring SENCOs now see the Award as an essential step in their career development and experienced SENCOs, including those in the private sector, are keen to acquire the Award as evidence of their SEND skills, competences and leadership abilities.

This practice-led National Award of SEN Coordination module is designed to give you an understanding of the skills that can be used to make a positive difference for learners with SEND, and the opportunity to practise those skills in your workplace. You'll gain knowledge of relevant theory, research and policy and the ability to critique knowledge and existing practice.

## High-quality distance learning

The Real Training course has been consistently rated by successful delegates as 'excellent training with first class tutoring'. The practice-based learning is structured around carefully designed learning experiences that engage directly with your own work in your professional context. The tasks focus on the systems for supporting pupils with SEND to help you consider the current systems and practices that have developed over time in the school. Practical tasks are supported by theory, reflection and example activities, to help you explore different aspects of your own and others' practice, alongside information from research and evidence-based practice. The range of activities includes: video and multimedia content, case-study and problem-based scenarios, directed reading, structured learning logs, online discussion, online questionnaires, peer evaluation and webinars.

## What our delegates think

'The best online learning platform I have ever experienced. Tutor support is friendly, professional and fast. Modules are well-structured and really do lead to improved levels of confidence and better outcomes for students.'

**Anthony Collins**



## Meet the module leader

**Siobhan Mellor**

'Aspiring and practising SENCOs will encounter the latest literature, apply it to their current practice, and evaluate the impact of their practice within a supportive network of professionals.'

## About the module leader

**Siobhan Mellor** is a director of Real Group, NASENCO course leader and an experienced and respected senior educational psychologist. She has worked with SENCOs and teachers to support whole-school systems and interventions for pupils with SEND.

## Calling all aspiring SENCOs

Many schools identify succession planning as a key component to a stable, skilled and confident workforce. As an 'aspiring SENCO' in your setting, you can undertake the NASCO module with the support of your Head Teacher and existing SENCO. This will enable you to be supported within your setting to gain experience of the role whilst also developing the necessary skills and knowledge to ensure you are confident and competent in your understanding of the legislation, research, processes and good practice guidance.



# National Award for SEN Coordination

(60 credits)

**Module leader:** Siobhan Mellor

**Enrolment dates:** September, January, May

**Module length:** Up to one year

## Course content

The essential knowledge and practical skills that make up the revised September 2014 NCTL learning outcomes are covered over 4 strands:

### Strand 1: The Context for Inclusive Education

Gain a comprehensive understanding of the background legislation, policies and evidence that set the context to inclusion and SEN provision, together with an appreciation of high incidence disabilities and how these affect pupils' learning and development. Activities focus on analysing policies within school and the background to how these are positioned within the current legislative climate.

### Strand 2: Developing Strategy and Policies for Inclusive Education

Draw on a wide range of evidence, policy and resources to work with others to positively influence the strategic vision and commitment for the delivery of inclusive education. Activities focus on comparing and contrasting an element of SEND practice currently under review in your school, with the same SEND practice in an alternative setting.

### Strand 3: Development, Planning and Application of Inclusive Practice

In-depth analysis of a particular issue in the workplace, drawing on theory, evidence, local practice and external sources of support to design, implement and evaluate a local intervention aimed at enhancing the outcomes of one or more SENDS pupils. Activities focus on analysing implementation and monitoring of interventions and practice with individual children and groups of pupils with SEND.

### Strand 4: Collaboration and Leadership

Enhance skills in collaboration, leadership and staff management, by fostering an understanding of the SENCO's key role in working with multiple stakeholders. There is an emphasis on the essential nature of interpersonal relationships for effective planning and delivery of interventions, and how to enhance your own and others personal and professional development.

## Flexible assessment

Assessment includes a number of different methods of continuous assessment covering all competencies. In addition, formative feedback is an integral part of the process, ensuring understanding of principles and their application, providing ongoing opportunities for personal and professional development.

Assessment methods include:

- Reflective learning logs documenting the development of the reflective SEND practitioner.
- Applied practice tasks evidencing implementation of learning in the setting.
- Four written assignments:
  - A critical analysis of the local, national and international context of inclusive education. (3,000-4,000 words)
  - A critical analysis, evaluation and comparison of the strategy and policies for inclusive education within two diverse schools/working contexts / learning environments. (3,000-4,000 words)
  - Either:
    - Option A: an individual-child level case study analysis and evaluation (in the format of either a written paper or a multi-media presentation (including slides and commentary). (3,000-4,000 words) or
    - Option B: A critical analysis of a piece of project work undertaken in your school / consortium / local authority to support the assessment and/or provision of services for pupils with SEND. (3,000-4,000 words)
  - A reflective evaluation of the impact of the whole course on development of applied professional knowledge and leadership skills. (1,000-1,500 words)
- Self-assessment questionnaires as you start and progress through the course to document the development of your confidence, skills and knowledge.

## Professional benefits

- Develop your confidence to support the most vulnerable and complex children in your school.
- Gain a nationally recognised and highly valued qualification.
- Embrace flexible distance learning – less time out of school.
- Apply practice-led learning as you work.
- Learn with experienced SEND professionals and EPs.
- Access a wealth of online resources and academic research.



Take the next step in  
your professional practice.  
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# Educational Testing

Complete both modules to receive the **Postgraduate Certificate: Educational Testing**

## A compelling combination

The Postgraduate Certificate is made up of the Certificate of Competence in Educational Testing (CCET) and the Educational Testing: Application and Reflection (ETAR) modules. More information about CCET can be found in our Professional Assessment Prospectus. Holders of CCET may join the SEND Programme as if they have 30 credits. It is becoming increasingly common for holders of CCET to complete the PGCert in Educational Testing as a way of demonstrating they have embedded their learning into practice.

## Setting the standard

All educationalists who are involved in assessment directly or indirectly must have an understanding of what test data means and how progress can be measured. Those involved directly in assessment must have a full understanding of assessment principles, test administration and the interpretation of data. Standards for CCET are set by the British Psychological Society and it has become the industry standard for competence in using educational psychometric tests.

CCET will give you an understanding of how tests are developed, how to use them correctly and confidently and how to interpret the results accurately. It will help you decide when testing is appropriate, what alternatives are available and their comparative validity. You will not only learn how to present results in professional reports but also to understand those written by others and be able to check their accuracy and reliability.

When you successfully complete CCET you may apply for the British Psychological Society's qualification Test User: Educational Ability/Attainment (an extra fee is payable to the Society). You are also eligible for the British Psychological Society's Register of Qualifications in Test Use, a publicly searchable database that records competence.

## Access arrangements

The Certificate of Competence in Educational Testing is also the principal component in the Certificate of Psychometric Testing, Assessment & Access Arrangements – the CPT3A. This is one of the quickest and most effective routes to qualification as an access arrangements assessor (formerly specialist assessor) and has been completed by hundreds of educational professionals. After completing CCET, a straightforward additional unit enables you to write and submit reports for access arrangements. The course meets all the criteria laid down by the Joint Council for Qualifications. For more information on Access Arrangements see our website or our Professional Assessment Prospectus.

### What our delegates think

'I wanted to enhance my existing testing skills and a psychologist at my college recommended Real... It has clearly improved my report writing [and is] essential if you want to get the best out of your assessments and testing.'

**Jacqui Wolff**



### Meet a module leader

**Kate Fieldhouse**

'Our unique focus on psychometrics and testing is driven by tutors who are psychologists and experts in testing.'

## About the module leaders

**Kate Fieldhouse** is the module's principal tutor and a senior educational psychologist. She has helped to develop this industry-standard course for those who want to understand testing and assessment in an educational context.

**Dr Jennifer Wills** is a senior educational psychologist who specialises in early childhood development and the associated impact throughout childhood and adolescence on social, emotional and learning factors.

## Distance learning or intensive courses

You can choose to complete the whole programme online or attend an intensive 3-day programme that covers the majority of the teaching input. Pre- and post-module assignments on the intensive option are delivered via the same virtual learning environment as the online version.

These practice-led distance learning modules are structured around carefully designed learning experiences that engage directly with your own professional context. Supporting theory, reflection and example activities will help you explore different aspects of your own and others' practice.

## Benefits to you and your school

- Save money by bringing assessment skills in house.
- Ensure value for money from support services - commission quality, targeted services.
- Confidently provide accurate and reliable evidence and advice to parents, colleagues, managers.
- Gain expertise in writing and reading professional reports.
- Register competence on the publicly searchable BPS Register of Qualifications in Test Use.
- Write reports for access arrangements if you complete the extension Access Arrangements Course.

Take the next step in your professional practice.

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**Call us:** 01273 35 80 80





## Certificate of Competence in Educational Testing (leading to the British Psychological Society Test User Educational qualification)

(30 credits)

**Module leader:** Kate Fieldhouse

**Enrolment dates:** September, January, May

**Module length:** Up to one year

### The essential foundation and access arrangements

This module is designed to give you an understanding of the skills that can be used to make a positive difference, and the opportunity to practice them. You will gain foundational knowledge of relevant theory, research and policy and the ability to critique knowledge and existing practice. On completion of CCET it is straightforward to then undertake our specially designed Access Arrangements Course to become an access arrangements assessor (formerly specialist assessor) as defined by the JCQ regulations.

### Assessment

Assessment for this module is somewhat more prescriptive than for others because the BPS requires that all competences for the Test User Educational qualification must be assessed. Assessment of this module will therefore comprise a range of assessment exercises that assess all competences, as follows:

- Multiple choice questionnaires on the purpose and types of assessment and statistical principles.
- Written paper on the statistical principles that underpin psychometric tests.

### Professional benefits

- Understand the purposes of testing and assessment.
- Familiarise yourself with the theories around testing and psychometrics, including relevant statistical concepts.
- Evaluate different types of tests and assessment.
- Understand the legislative and policy framework.
- Select, administer and interpret a range of educational tests.
- Carry out an assessment of a learner and report the findings in a way that is intelligible to a lay person.

- A written review of an educational test in line with European standards.
- Written test paper on intelligence testing and discrimination.
- Video evidence of test administration competence.
- Comprehensive written report of an assessment including test scores from at least two administered psychometric tests.
- Video evidence of competent oral feedback to a client or the clients parents/carers.

## Educational Testing Application & Reflection (CCET companion module)

(30 credits)

**Module leader:** Dr Jennifer Wills

**Enrolment dates:** September, January, May

**Module length:** Up to one year

### Take your practice to the next level

This module supports you to reflect upon how you have applied the skills, knowledge and competences you gained when undertaking the CCET. You will reflect upon the development of your professional practice in real world situations (casework, school-based work). A focus on reflective practice will also help you to continue to improve your practice beyond the course.

This module provides a specific focus on measuring progress for both individuals and groups and will help those subject to inspection to show impact of interventions. The module can only be taken if the Certificate of Competence in Educational Testing has been completed or is being taken concurrently. It is also essential that you are working professionally with children, young people or adults.

### Flexible assessment

On completion of the learning experiences, you'll submit the following assignments:

**Reflective analysis 1:** A critical analysis of the impact of the case study undertaken in the CCET module to establish the effect of planned interventions on the child's educational outcomes.

**Reflective analysis 2:** A general review of the impact of the CCET module in which the student critically analyses knowledge gained, practice developed and experience.

**Practice analysis:** An action plan for change at personal and system level as a consequence of having completed this course.

With your tutor's advice you may submit as part of your final portfolio of evidence multimedia resources that you have produced within your applied practice.

### Professional benefits

- Increase your knowledge of assessment theory and critique related literature.
- Learn to accurately measure the progress of individuals and groups and evaluate the impact of a chosen intervention.
- Review policy and legislation as applicable to assessment and testing.
- Analyse the impact on practice of a range of evaluation tools.
- Understand interventions for identified SEND and the evidence base that supports them.
- Critically evaluate an aspect of professional practice related to assessment and testing.
- Apply elements of organisational psychology/self-organised learning to your review of assessment practice.

# Autism Spectrum Conditions

Complete both modules to receive the **Postgraduate Certificate: Autism Spectrum Conditions**

## Seize the opportunity

'Parents face a constant battle, teachers and schools need more training and help in the classroom, and children and young people with autism are missing out on the support they need'

These words from the recent report of the House of Commons All-Party Group on Autism in June highlight the fact that despite the best intentions of education professionals, the training gap in this area must be urgently tackled if outcomes for this vulnerable group are to be improved. The report's recommendations for 'a lead teacher for autism in every school' and that 'every child with autism should have an action plan that is regularly updated and sets appropriate objectives against which progress can be measured' issue a clear challenge to the profession.

This pair of practice-led modules on autism offer education professionals a unique opportunity to meet this challenge. Covering the historical background, diagnostic issues and psychological theories relating to the autism spectrum, you will incorporate experience from your own setting to develop knowledge of approaches to assessment and intervention. Statutory guidance and the broader social context for understanding autism spectrum conditions including family, other professionals and, of course, the individual's own perspective are also addressed.

As the All-Party report made clear, 'This is a once in a generation opportunity to make sure that all children with autism have access to the same opportunities as their peers'. Make the most of this opportunity by joining the SEND Programme.

## High-quality distance learning

These practice-led distance learning modules are structured around carefully designed learning experiences that engage directly with your own professional context. Supporting theory, reflection and example activities will help you explore different aspects of your own and others' practice. The range of activities include: video and multimedia content, case-study and problem-based scenarios, directed reading, structured learning logs, online discussion, online questionnaires, peer evaluation and webinars.



## Meet the module leader

### Dr Sue Sheppard

'These modules will provide students with the practical opportunities to reflect on their current work, identify their strengths and evaluate ways to take their work forward.'

## About the module leader

**Dr Sue Sheppard** is a senior specialist educational psychologist in autism. She has worked closely with Lorna Wing, is a specialist speaker in autism for educational psychologists in training at University College London and has extensive experience of lecturing, training, consultancy, diagnosis and assessment.

## Benefits to you and your school

- Bring expertise in-school and save money.
- Flexible distance learning - less time out of school.
- Practice-focused - learn as you work.
- Access a wealth of practical resources, academic research and interactive materials.
- Develop effective support for the most vulnerable children in your school.
- Choice of start dates.
- Tutored by professional experts.
- Quality assured by Middlesex University.

Take the next step in your professional practice.

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**Call us:** 01273 35 80 80



## What our delegates think

'It's an outstanding course that has really helped me to understand the complexities of the autism spectrum. It's fantastic – every exercise and activity that I have had to do has translated perfectly into my school.'

**Jo Miller**



## Autism Spectrum Conditions

### Skills & Knowledge

(30 credits)

**Module leader:** Dr Sue Sheppard

**Enrolment dates:** September, January, May

**Module length:** Up to one year

### The essential foundation

This module is designed to give you an understanding of the skills that can be used to make a positive difference, and the opportunity to practice them. You will gain foundational knowledge of relevant theory, research and policy and the ability to critique knowledge and existing practice. For this module you will embed learning through practice in an education setting. You will need to be working in or have access to such a setting.

### Flexible assessment

On completion of the learning experiences, you'll submit the following assignments:

**Critical analysis 1** (3,000 words or equivalent): The History of Autism and the emergence of the Autism Spectrum, with a primary focus on children and young people.

**Critical analysis 2** (3,000 words or equivalent): The features of 'Good/Effective Educational Policy and Practice in supporting the needs of children and young people in schools with reference to theory and research'.

Where indicated by your tutor, you may submit as part of your final portfolio of evidence multimedia resources that you have produced within your applied practice.

### Professional benefits

- Gain in-depth knowledge of the concept of autism and the autism spectrum.
- Analyse the impact of social context, family context, and the individual's own views, strengths and motivations.
- Develop confidence in assessing individual needs in relation to autism.
- Become familiar with approaches and interventions for supporting learners.
- Appreciate the latest research and policy.

## Autism Spectrum Conditions

### Application & Reflection

(30 credits)

**Module leader:** Dr Sue Sheppard

**Enrolment dates:** September, January, May

**Module length:** Up to one year

### Take your practice to the next level

This module allows you to apply the skills and knowledge you have gained in the preceding module to the development of professional practice in real world situations (casework, school-based work). A focus on reflective practice will also help you to continue to improve your practice beyond the course.

The activities will further enhance your understanding of how to evaluate, implement and review strategies for identification and intervention in relation to autism spectrum conditions. They will further develop your confidence in engaging with and commissioning other professionals to improve support in your setting.

The Application & Reflection module can only be taken if the Skills & Knowledge module has been completed or is being taken concurrently. It is also essential that you are working in an education setting with children, young people or adults

### Flexible assessment

On completion of the learning experiences, you'll submit the following assignments:

**Reflective analysis** (3,000 words or equivalent): A case study with reference to identification, assessment and interventions for an individual pupil with an autism spectrum condition.

**Practice analysis** (3,000 words or equivalent): A comparative study of two interventions which draws on theoretical perspectives and research of effectiveness.

Where indicated by your tutor, you may submit as part of your final portfolio of evidence multimedia resources that you have produced within your applied practice.

### Professional benefits

- Understand multidisciplinary approaches.
- Evaluate the educational pathway of individuals with an autism spectrum condition, with reference to identification, assessment and interventions.
- Identify and critically analyse factors that have shaped specific interventions.
- Critically evaluate interventions identifying underlying psychological theories and research evidence for effectiveness.



# Dyslexia: Leadership and Intervention

Complete both modules to receive the **Postgraduate Certificate: Dyslexia: Leadership and Intervention**

## A vital professional need

Understanding dyslexia is crucial for every professional working in SEND today. Parents, colleagues and managers need informed advice they can trust, and support they can rely upon. Good leadership, planning and interventions are crucial to improving outcomes and minimising the possibility of appeals to The Special Educational Needs and Disability Tribunal. Even in such cases, holding an appropriate qualification can be of enormous help to professionals when presenting evidence to a Tribunal.

Dyslexia qualifications currently exist that primarily focus on individual and group teaching (for example British Dyslexia Association accredited Approved Teacher Status and Practising Certificates). The thinking behind this pair of modules is different in that they focus on intervention for individuals, for groups and at school level and across clusters of schools. With this in mind, the modules specifically cater for professionals wishing to exercise leadership in the area of dyslexia. Through structured activities you will learn how to manage whole-school interventions and staff who teach individuals with dyslexia. This will broaden your professional practice and give you a more thorough grasp of the latest thinking around dyslexia and practical interventions.

## High-quality distance learning

These practice-led distance learning modules are structured around carefully designed learning experiences that engage directly with your own professional context. Supporting theory, reflection and example activities will help you explore different aspects of your own and others' practice. The range of activities include: video and multimedia content, case-study and problem-based scenarios, directed reading, structured learning logs, online discussion, online questionnaires, peer evaluation and webinars.

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## Meet the module leader

**Dr Julie Cozens**

'This will give each student a full picture of the vast range of complexities and controversies surrounding dyslexia. It will open their eyes [and enable] them to deal with the difficulties of such a complex condition.'

## About the module leader

**Dr Julie Cozens** is a senior educational psychologist specialising in literacy and interventions for dyslexia. She has made key contributions to the development of dyslexia policy and practice for local authorities and delivers dyslexia training to teacher and trainee educational psychologists at Exeter University.

## Benefits to you and your school

- Know about the interventions that should be in place in your school to help manage dyslexia across the school.
- Confidently recruit and manage staff delivering dyslexia services.
- Ensure value for money from support services - commission quality, targeted services.
- Confidently provide advice to parents, colleagues, managers.
- Provide accurate and reliable evidence.
- Know when and how to seek the advice of an educational psychologist or other specialist.
- Have the skills to demonstrate and provide evidence of progress.
- Have the knowledge to manage difficult situations.

## What our delegates think

'I have appreciated the flexibility the course offers, which is essential whilst teaching full-time. The structure of the website enables you to feel that you are making progress even if you are only managing small tasks at a time. This motivates and encourages along the way. It has [also] enabled me to be more reflective in my teaching and more creative.'

**Anna Salmon**



## Dyslexia: Leadership and Intervention Skills & Knowledge

(30 credits)

**Module leader:** Dr Julie Cozens

**Enrolment dates:** September, January, May

**Module length:** Up to one year

### The essential foundation

This module is designed to give you an understanding of the skills that can be used to make a positive difference, and the opportunity to practice them. You will gain foundational knowledge of relevant theory, research and policy and the ability to critique knowledge and existing practice. For this module you will embed learning through practice in an education setting. You will need to be working in or have access to such a setting.

### Flexible assessment

On completion of the learning experiences, you'll submit the following assignments:

**A critique** of the factors influencing typical acquisition of language and literacy (2,000 words or equivalent). A PowerPoint presentation (slides and notes - equivalent to 2,000 words) entitled: 'What is dyslexia, how to create a dyslexia friendly learning environment and give support to dyslexic learners.'

**A practice analysis** of a selected literacy intervention, using a donated pro-forma that highlights interrogation of the evidence base, programme design and instructional theory. (2,000 words or equivalent)

Where indicated by your tutor, you may submit as part of your final portfolio of evidence multimedia resources that you have produced within your applied practice.

### Professional benefits

- Evaluate interventions, including the principles of effective instruction and programme design.
- Undertake a leadership role to support pupils with literacy difficulties/dyslexia in your setting.
- Evaluate best practice in identification of dyslexia.
- Become familiar with typical and atypical development in relation to literacy acquisition, including theories of emergent literacy in preschool children.
- Get to grips with the Rose definition of dyslexia, including: core features, dyslexia as a continuum of difficulty and co-occurring difficulties.
- Understand the link between self-esteem, motivation and reading failure.
- Appreciate how contextual issues contribute to literacy learning/failure.

## Dyslexia: Leadership and Intervention Application & Reflection

(30 credits)

**Module leader:** Dr Julie Cozens

**Enrolment dates:** September, January, May

**Module length:** Up to one year

### Take your practice to the next level

This module allows you to apply the skills and knowledge you have gained in the preceding module to the development of professional practice in real world situations (casework, school-based work). A focus on reflective practice will also help you to continue to improve your practice beyond the course. The activities will further enhance your understanding of how to evaluate, implement and review strategies for identification and intervention in dyslexia and give you the confidence to engage with and commission outside services to improve support in your setting.

The Application & Reflection module can only be taken if the Skills & Knowledge module has been completed or is being taken concurrently. It is also essential that you are working in an education setting with children, young people or adults.

### Flexible assessment

On completion of the learning experiences, you'll submit the following assignments:

**A case study** describing the management of a literacy intervention with an individual learner or a small or large group of learners. (4,000 words or equivalent)

**A reflective journal/diary** about the learning journey/development involved in undertaking a leadership role for management of reading difficulties/dyslexia. (2,000 words or equivalent)

Where indicated by your tutor, you may submit as part of your final portfolio of evidence multimedia resources that you have produced within your applied practice.

### Professional benefits

- Understand the key points for effective teaching of basic literacy skills.
- Manage a screening process and the identification of literacy difficulties, including dyslexia.
- Plan and put in place an intervention to support a failing reader/dyslexic student.
- Learn to confidently commission or employ the appropriate expertise to deliver dyslexia interventions for individuals, groups and across the whole school.
- Reflect on the impact of literacy support at individual learner level and at strategic management level.
- Deploy other teaching staff and/or teaching assistants in order to support pupils with literacy difficulties/dyslexia.
- Evaluate the impact of support staff.

# Engagement: Improving Outcomes and Attainment

Complete both modules to receive the **Postgraduate Certificate: Engagement: Improving Outcomes and Attainment**

## A unique opportunity

'We have heard a clear message: parents need to be listened to more and the system needs to be more ambitious for their children... We need to respond urgently if parental confidence is going to be increased and children's life chances improved.'

Brian Lamb, *The Lamb Inquiry: Parental Confidence in Special Education Needs*

Effectively engaging pupils and parents improves outcomes, bolsters attainment and strengthens the wider relationships between all those involved in the care of children with SEND. These two modules will help you to develop the practical skills and psychological techniques to foster real engagement while also meeting the critical challenges presented in Brian Lamb's report. Looking at partnership models, the factors that affect parents' views and the assumptions that professionals make, you will relate your learning to practical situations in your workplace, learning from them and applying new techniques and interventions as you progress.

Understanding the wider relationships between all those involved in the care of children with SEND is fundamental to increasing engagement and improving outcomes for them. We are delighted that Brian Lamb is leading this pair of modules that will help you develop the practical skills and psychological techniques to meet the challenges presented in his report. Looking at models of partnership, the factors that affect parents' views and the assumptions that professionals may make, you will develop your skills in listening to, understanding and consulting. And with an emphasis firmly on practice-based learning, you will relate your learning to practical situations in your everyday work, learning from them and applying new techniques and interventions.

## Benefits to you and your school

- Bring expertise in-school and save money.
- Develop practical skills, tutored by professional experts.
- Access a wealth of practical resources, academic research and interactive materials to support you.
- Develop your confidence to support the most vulnerable and complex children in your school effectively.



## Meet the module leader

**Brian Lamb OBE**

'Each and every student will fully understand the methods and ways of involving parents that lead to significantly increased attainment outcomes for children.'

## About the module leader

**Brian Lamb OBE** is a renowned expert in the development of SEND legislation, policy and practice. Author of the influential government-commissioned Lamb Inquiry, he works alongside charities, schools, LAs and parents' groups and has published widely and lectured on SEND issues.

## High-quality distance learning

These practice-led distance learning modules are structured around carefully designed learning experiences that engage directly with your own professional context. Supporting theory, reflection and example activities will help you explore different aspects of your own and others' practice. The range of activities include: video and multimedia content, case-study and problem-based scenarios, directed reading, structured learning logs, online discussion, online questionnaires, peer evaluation and webinars.

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## What our delegates think

'The children that I teach, now share their IEP targets in the meetings that I run with each child and their parents. It has had such a positive impact on them and has given them more of a sense of achievement when their targets have been met.'

**Dawn Parks**





## Engagement: Improving Outcomes and Attainment

### Skills & Knowledge

(30 credits)

**Module leader:** Brian Lamb

**Enrolment dates:** September, January, May

**Module length:** Up to one year

#### The essential foundation

This module is designed to give you an understanding of the skills that can be used to improve engagement, make a positive difference and the opportunity to practice them. You will gain foundational knowledge of relevant theory, research and policy and the ability to critique knowledge and existing practice. For this module you will embed learning through practice in an education setting. You will need to be working in or have access to such a setting.

#### Flexible assessment

On completion of the learning experiences, you'll submit the following assignments:

**Critical analysis 1:** How models of partnership with parents have developed over time. (2,500 words or equivalent)

**Critical analysis 2:** The student's local context in relation to guidance, legislation and recent research on how to listen to and understand children. (1,000 words)

**Critical analysis 3:** A critique of the way in which parental views are elicited, including consideration of the notion of 'evaluation' in research. (2,500 words or equivalent)

Where indicated by your tutor, you may submit as part of your final portfolio of evidence multimedia resources that you have produced within your applied practice.

#### Professional benefits

- Increase engagement and improve outcomes and attainment.
- Bring your practice up to date with the legislation, guidance and research.
- Understand how ethics and human rights approaches affect relationships.
- Consider the factors and assumptions that impact people's views.
- Gain confidence and experience in using models of partnership to improve engagement, participation and outcomes.
- Critically analyse the methods of eliciting the views of children and parents, including in evaluation.

## Engagement: Improving Outcomes and Attainment

### Application & Reflection

(30 credits)

**Module leader:** Brian Lamb

**Enrolment dates:** September, January, May

**Module length:** Up to one year

#### Take your practice to the next level

This module allows you to apply the skills and knowledge you have gained in the preceding module to the development of professional practice in real world situations (casework, school-based work). A focus on reflective practice will also help you to continue to improve your practice beyond the course.

The activities will further enhance your understanding of how to evaluate, implement and review strategies for identification and intervention in relation to communication issues. They will further develop your confidence in engaging with and commissioning other professionals to improve support in your setting.

The Application & Reflection module can only be taken if the Skills & Knowledge module has been completed or is being taken concurrently. It is also essential that you are working in an education setting with children, young people or adults

#### Flexible assessment

On completion of the learning experiences, you'll submit the following assignments:

**Reflective analysis:** Reflective log on the current practice in either listening to and understanding children or listening to and understanding parents and carers in students' current context, in comparison to research findings. (3,000 words or equivalent)

**Practice analysis:** Plan, transcribe and review a meeting with a parent/child OR review and develop your practice with regard to listening to and understanding children, parents or carers. (3,000 words or equivalent)

Where indicated by your tutor, you may submit as part of your final portfolio of evidence multimedia resources that you have produced within your applied practice.

#### Professional benefits

- Cultivate the skills to consult, listen to and understand both children and their parents or carers.
- Develop the tools to evaluate different approaches, from the research underpinning them, to listening to and understanding different perspectives.
- Learn to communicate more effectively with children and their parents or carers while ensuring safeguarding.
- Utilise a range of appropriate and ethical approaches.
- Enhance your reflective practitioner skills and evaluate your own skills in listening to and understanding the views of children, parents and carers.

# Social, Emotional and Mental Health Difficulties

Complete both modules to receive the **Postgraduate Certificate: Social, Emotional and Mental Health Difficulties**

## Meeting a growing challenge

Pupils experiencing social, emotional and mental health difficulties (SEMHD) represent a large and growing area of need across the age range in both mainstream and specialist school settings. According to Government figures, an estimated increase of 23% in the reporting of social, emotional and behavioural difficulties (SEBD)/SEMHD to 2010 shows the extent of the need for early identification and greater understanding of the factors that help improve learning, reduce the requirement for external agency involvement and minimise the need for pupil exclusion.

This pair of modules enables you to:

- Develop your understanding of SEMHD.
- Bring your practice right up-to-date with current thinking.
- Enhance your professional development as a reflective, research-led practitioner.

## High-quality distance learning

These practice-led distance learning modules are structured around carefully designed learning experiences that engage directly with your own professional context. Supporting theory, reflection and example activities will help you explore different aspects of your own and others' practice. The range of activities include: video and multimedia content, case-study and problem-based scenarios, directed reading, structured learning logs, online discussion, online questionnaires, peer evaluation and webinars.

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## Meet the module leader

**Sarah Norris**

'Ultimately, it's about moving away from this one-size-fits-all model of referrals, waiting times and experts and bringing it back to shared responsibilities in a system that is really centred around each young person.'

## About the module leader

**Sarah Norris** is a senior educational psychologist who has worked extensively with schools and young people with SEND. Sarah specialises in the field of mental health and young people with social and emotional needs.

## Benefits to you and your school

- Bring expertise in-school and save money.
- Develop practical skills, tutored by professional experts.
- Access a wealth of practical resources, academic research and interactive materials to support you.
- Develop your confidence to support the most vulnerable and complex children in your school effectively.

## What our delegates think

'I am very impressed with the speed in which tutors respond to queries and the clarity of the website and instructions, thank you.'

**Caroline Jones**



## Social, Emotional and Mental Health Difficulties

### Skills & Knowledge

(30 credits)

**Module leader:** Sarah Norris

**Enrolment dates:** September, January, May

**Module length:** Up to one year

### The essential foundation

This module is designed to give you an understanding of the skills that can be used to make a positive difference, and the opportunity to practice them. You will gain foundational knowledge of relevant theory, research and policy and the ability to critique knowledge and existing practice. For this module you will embed learning through practice in an education setting. You will need to be working in or have access to such a setting.

### Flexible assessment

On completion of the learning experiences, you'll submit the following assignments:

**Critical analysis 1:** The historical perspective of SEBD/SEMH and implications for practice and provision. (3,000 words or equivalent)

**Critical analysis 2:** The student's local context in relation to government guidance, legislation and recent research about SEBD/SEMH. (3,000 words or equivalent)

Where indicated by your tutor, you may submit as part of your final portfolio of evidence multimedia resources that you have produced within your applied practice.

### Professional benefits

- Bring your practice up to date with the latest thinking and emerging trends in working with children with SEMHD.
- Understand specific difficulties such as self harm, anxiety, depression, and eating disorders.
- Learn about the relationship of SEMHD to mental health theories around risk and resilience.
- Gain confidence and expertise in evaluating your own work context in relation to local and national provision and legal frameworks.
- Critically analyse management approaches, and tools for assessment and identification.

## Social, Emotional and Mental Health Difficulties

### Application & Reflection

(30 credits)

**Module leader:** Sarah Norris

**Enrolment dates:** September, January, May

**Module length:** Up to one year

### Take your practice to the next level

This module allows you to apply the skills and knowledge you have gained in the preceding module to the development of professional practice in real world situations (casework, school-based work). A focus on reflective practice will also help you to continue to improve your practice beyond the course.

The activities will further enhance your understanding of the more specific mental health difficulties and well-being issues in children with SEMHD.

The Application & Reflection module can only be taken if the Skills & Knowledge module has been completed or is being taken concurrently. It is also essential that you are working in an education setting with children, young people or adults.

### Flexible assessment

On completion of the learning experiences, you'll submit the following assignments:

**Practice analysis:** A case study and action research project which involves identifying a need within the local context and developing, delivering and evaluating an appropriate intervention. (4,000 words or equivalent)

**Reflective analysis:** A reflective journal incorporating critical analysis of relevant research and legislation and consideration of implications for students practice in the real world. (2,000 words or equivalent)

Where indicated by your tutor, you may submit as part of your final portfolio of evidence multimedia resources that you have produced within your applied practice.

### Professional benefits

- Understand how to identify and support pupils with SEMHD.
- Use evidence-based approaches to assess, plan and monitor provision for group and individual needs.
- Develop the practical means of making schooling more inclusive for children with SEMHD.
- Understand the relationship between psychological theories and practice.
- Enhance your reflective practitioner skills to evaluate effectiveness.
- Utilise tools to conduct effective practitioner/action research in the SEMHD context or with the SEMHD student.
- Receive practical guidance on working in a manner that is sensitive to child-safety/protection issues.



# Speech, Language and Communication Needs

Complete both modules to receive the **Postgraduate Certificate: Speech, Language and Communication Needs**

## Meeting the growing challenge

The Bercow Report of 2008 highlighted that around 40,000 children in the UK – approximately 1 in 14 five-year-olds – start school with serious speech, language and communication needs. The report made many recommendations, including that speech, language and communication should be understood as essential skills, and as a human right. It also stressed the importance of early identification of need, planning and support and improved cooperation between professionals in helping children avoid social and economic issues later in life.

Against the backdrop of the Bercow recommendations, this pair of modules has been developed in partnership with Lisa Morgan of The Communication Trust with the explicit aim of enabling you to develop your professional understanding of speech, language and communication needs (SLCN) and incorporate the latest thinking into your practice.

## High-quality distance learning

These practice-led distance learning modules are structured around carefully designed learning experiences that engage directly with your own professional context. Supporting theory, reflection and example activities will help you explore different aspects of your own and others' practice. The range of activities include: video and multimedia content, case-study and problem-based scenarios, directed reading, structured learning logs, online discussion, online questionnaires, peer evaluation and webinars.



## Meet the module leader

### Janet Stevens

'This module will enable you to really practise and develop the key skills that will have a profound effect on the speech, language and communication needs of children in your setting.'

## About the module leader

**Janet Stevens** is an experienced speech and language therapist. She has worked extensively with the NHS and is also an independent practitioner.

## Benefits to you and your school

- Bring expertise in-school and save money.
- Develop practical skills, tutored by professional experts.
- Access a wealth of practical resources, academic research and interactive materials to support you.
- Develop your confidence to support the most vulnerable and complex children in your school effectively.

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## What our delegates think

'The biggest impact [that this course has had] – and there are many – is that the school is getting a screening tool to screen all of the children for potential speech, language and communication needs. Long-term, this is going to make an enormous difference [to] student learning.'

**Jean Kingham**



## Speech, Language and Communication Needs

### Skills & Knowledge

(30 credits)

**Module leader:** Janet Stevens

**Enrolment dates:** September, January, May

**Module length:** Up to one year

### The essential foundation

This module is designed to give you an understanding of the skills that can be used to make a positive difference, and the opportunity to practice them. You will gain foundational knowledge of relevant theory, research and policy and the ability to critique knowledge and existing practice. For this module you will embed learning through practice in an education setting. You will need to be working in or have access to such a setting.

### Flexible assessment

On completion of the learning experiences, you'll submit the following assignments:

**A critical analysis** discussing the role of speech, language and communication development within the educational context (3,000 words or equivalent);

**A critical analysis** of Speech Language and Communication Needs within an educational context (1,500 words or equivalent);  
An analysis of local policy and practice in joint working with pupils with SLCN (1,500 words or equivalent).

Where indicated by your tutor, you may submit as part of your final portfolio of evidence multimedia resources that you have produced within your applied practice.

### Professional benefits

- Understand the nature and range of SLCN and their impact on the pupil.
- Appreciate the speech, language and communication development of children and young people and its relationship to learning, social, emotional development and behaviour.
- Gain confidence and experience in using methods to identify, assess and profile needs.
- Critically evaluate your own practice.
- Learn how SLCN can be effectively supported, including through pupil voice and participation.

## Speech, Language and Communication Needs

### Application & Reflection

(30 credits)

**Module leader:** Janet Stevens

**Enrolment dates:** September, January, May

**Module length:** Up to one year

### Take your practice to the next level

This module allows you to apply the skills and knowledge you have gained in the preceding module to the development of professional practice in real world situations (casework, school-based work). A focus on reflective practice will also help you to continue to improve your practice beyond the course.

You will learn to innovate, implement and evaluate holistic plans of support for pupils with SLCN, based on theoretical knowledge and evidence-based practice.

The Application & Reflection module can only be taken if the Skills & Knowledge module has been completed or is being taken concurrently. It is also essential that you are working in an education setting with children, young people or adults.

### Flexible assessment

On completion of the learning experiences, you'll submit the following assignments:

**A reflective audit and action plan** of the current barriers for pupils with SLCN in accessing elements of the school, and evidence-informed action plan to remove or reduce these barriers (1,500 words or equivalent);

**An evaluation** of the impact and effectiveness of changes to the learning environment to support SLCN (2,500 words or equivalent);

**A case study** evaluating planned support for a pupil or pupils with SLCN, based on a holistic profile of needs (2,000 words or equivalent).

Where indicated by your tutor, you may submit as part of your final portfolio of evidence multimedia resources that you have produced within your applied practice.

### Professional benefits

- Develop holistic profiles of the needs of children with SLCN, including their strengths, synthesising formal and informal assessment information.
- Audit barriers to accessing school life for pupils with SLCN and create evidence-informed action plans to overcome or manage them.
- Innovate, plan and evaluate evidence-informed support for pupils with SLCN.
- Analyse the impact of evidence-informed changes to the learning environment through reflective practice.
- Work effectively with speech and language therapists knowing when to call upon their expertise.
- Develop your professional career and add this specialism to your professional portfolio.

# Teaching Children with SLD, PMLD, CLDD

Complete both modules to receive the **Postgraduate Certificate: Teaching Children with Severe, Profound and Complex Learning Difficulties and Disabilities**

## Fulfilling the ambition

'There are approximately 38,000 school-aged children in England with Severe Learning Difficulties or Profound and Multiple Learning Difficulties (SLD and PMLD)... This is a group of children with the most complex needs, and they need to be taught by high quality, adaptable teachers, who are able to keep pace with their requirements.'

Toby Salt, Independent Review of Teacher Supply for Pupils with Severe, Profound and Multiple Learning Difficulties.

With around a quarter of learners with SLD/PMLD/CLDD currently being taught in mainstream settings, the Salt Review of 2010 envisaged a future in which teaching SLD/PMLD is developed as an area of special expertise, 'with higher status and value' that will result in an increased supply of teachers who will provide 'high quality school leaders, providers, academics and Ofsted inspectors of the future'. This pair of modules have been designed to give you the specialist knowledge and practice-based understanding to fulfill the ambition of the Salt Review. With the emphasis on applied learning, you will gain a technical understanding of the needs of learners with SLD/PMLD/CLDD, how to adapt the curriculum for them, assess their progress and collaborate with parents, carers and other professionals to meet their needs. If you are interested in becoming a specialist in the area of SLD/PMLD/CLDD, these modules will deliver what you need.

## High-quality distance learning

These practice-led distance learning modules are structured around carefully designed learning experiences that engage directly with your own professional context. Supporting theory, reflection and example activities will help you explore different aspects of your own and others' practice. The range of activities include: video and multimedia content, case-study and problem-based scenarios, directed reading, structured learning logs, online discussion, online questionnaires, peer evaluation and webinars.



## Meet the module leader

### Margaret Mulholland

'Students will gain a deep understanding of the various conditions and categories of need that sit under the banner of profound and multiple learning difficulties.'

## About the module leader

**Margaret Mulholland** leads the Development and Research Centre at Swiss Cottage Specialist SEN School. She has an exceptional track record of establishing innovative initial teacher education, professional development and leadership programmes.

## Benefits to you and your school

- Bring expertise in-school and save money.
- Flexible distance learning - less time out of school.
- Practice-focused - learn as you work.
- Access a wealth of practical resources, academic research and interactive materials.
- Develop effective support for the most vulnerable children in your school.
- Choice of start dates.
- Tutored by professional experts.
- Quality assured by Middlesex University.

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## What our delegates think

'I have been working with a colleague and have given her guidance on curriculum and assessment for PMLD/SLD/CLDD children in her class. This has enhanced our professional relationship and has improved our practice. Both children and families are beginning to benefit from the changes we have implemented.'

**Ros Bennett**





## Teaching Children with Severe, Profound and Complex Learning Difficulties and Disabilities

### Skills & Knowledge

(30 credits)

**Module leader:** Margaret Mulholland

**Enrolment dates:** September, January, May

**Module length:** Up to one year

### The essential foundation

This module is designed to give you an understanding of the skills that can be used to make a positive difference, and the opportunity to practice them. You will gain foundational knowledge of relevant theory, research and policy and the ability to critique knowledge and existing practice. For this module you will embed learning through practice in an education setting. You will need to be working in or have access to such a setting.

### Flexible assessment

On completion of the learning experiences, you'll submit the following assignments:

**Critical analysis** (3,000 words): A written assignment about SLD, PMLD or CLDD that includes a case study of a child or young person.

**Practice analysis 1** (1,500 words or equivalent): A curriculum plan demonstrating integration of theory and practice.

**Practice analysis 2** (1,500 words or equivalent): A behaviour management plan demonstrating integration of theory and practice.

Where indicated by your tutor, you may submit as part of your final portfolio of evidence multimedia resources that you have produced within your applied practice.

### Professional benefits

- Assess and develop communication skills.
- Enhance communication between children, parents and other professionals.
- Become familiar with key aspects of physical/personal care and medical support.
- Understand and respond to legislation.
- Critically analyse current research and practice.
- Develop your understanding of working with other services.
- Understand safeguarding, privacy and dignity issues in relation to care and support.
- Know how to encourage family centred/family focussed practice.
- Evaluate the impact of a chosen intervention.

## Teaching Children with Severe, Profound and Complex Learning Difficulties and Disabilities

### Application & Reflection

(30 credits)

**Module leader:** Margaret Mulholland

**Enrolment dates:** September, January, May

**Module length:** Up to one year

### Take your practice to the next level

This module allows you to apply the skills and knowledge you have gained in the preceding module to the development of professional practice in real world situations (casework, school-based work). A focus on reflective practice will also help you to continue to improve your practice beyond the course.

The activities will further enhance your understanding of how to evaluate, implement and review strategies for SLD/PMLD/CLDD. They will further develop your confidence in engaging with and commissioning other professionals to improve support in your setting.

The Application & Reflection module can only be taken if the Skills & Knowledge module has been completed or is being taken concurrently. It is also essential that you are working in an education setting with children, young people or adults.

### Flexible assessment

On completion of the learning experiences, you'll submit the following assignments:

**Practice analysis 1** (500 words or equivalent): A write up of paired observation with the coaching partner.

**Practice analysis 2** (2,000 words or equivalent): A case example of work with a child/young person's family in order to address concerns about challenging behaviour across home and school contexts.

**Practice analysis 3** (1,000 words): An evaluated intervention related to communication.

**Reflective analysis 1** (1,500 words or equivalent): A reflective journal related to work with a child/young person where other agencies are actively involved.

**Reflective analysis 2** (1,000 word equivalent): A diary and curriculum plans for a specific child/young person that shows how assessment, intervention and monitoring are carried out.

### Professional benefits

- Assess, plan and monitor curriculum provision for a variety of individual learning needs.
- Analyse and evaluate evidence in literature and policy relating to the key concepts of family-centred/family-focussed practice and identify how a child with SLD/PMLD/CLDD can affect family functioning.
- Use enquiry techniques to research and evaluate provision for SLD/PMLD/CLDD and critically evaluate the effectiveness of various curriculum models relating to SLD/PMLD/CLDD.
- Design contextually sensitive personalised communication intervention for children/young people with SLD/PMLD/CLDD.
- Initiate adaptations in the environment to facilitate change in behaviour that will bring about progress.

# Dynamic Assessment

Complete both modules to receive the **Postgraduate Certificate: Dynamic Assessment and Mediation of Cognitive Functions: Theoretical and Conceptual Foundations**

## Real assessment for learning

Dynamic assessment and mediated learning are rapidly developing as key approaches for today's educational professionals looking to bridge the gap between assessment and intervention. Whether identifying cognitive skills that need strengthening, differentiating the curriculum for different needs, or advising on and supporting teaching, Dynamic Assessment offers a range of strategies that can supplement traditional methods and deliver insights otherwise unavailable to the practitioner. This pair of modules will introduce you to the theoretical underpinnings of Dynamic Assessment and its role and value in classroom-based assessment using consultative and solution-focussed models. You will then develop experience of its real-world application by creating a profile of a learner using the Cognitive Abilities Profile, enabling you to bring the benefits of your understanding into your professional practice.

This pair of modules will develop your understanding of the process of learning. The focus is not on testing but on learning how to practically analyse the curriculum, the learning environment and how the child responds. You will learn how to intervene and monitor progress so that you can make a difference even in the most challenging situations and identify barriers to learning.

## High-quality distance learning

These practice-led distance learning modules are structured around carefully designed learning experiences that engage directly with your own professional context. Supporting theory, reflection and example activities will help you explore different aspects of your own and others' practice. The range of activities include: video and multimedia content, case-study and problem-based scenarios, directed reading, structured learning logs, online discussion, online questionnaires, peer evaluation and webinars.

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### Meet a module leader

**Dr Jane Yeomans**

'Students will be better able to make links between assessment and intervention. Both of these key skills will be enhanced to the great benefit of children and young people.'

## About the module leaders

**Dr Jane Yeomans** is a teaching fellow at the University of Birmingham and associate educational psychologist for Warwickshire County Council. She is a distinguished academic and teacher with over 30 years' experience as a teacher and educational psychologist in nursery, primary and secondary schools.

**Ruth Deutsch** is one of the UK's leading dynamic assessment and cognitive education trainers. As an educational psychologist she combines clinical practice with training, consults to the Hope Centre in London, teaches on the doctorate programmes of the University of East London and Queen's University, and co-authored the Cognitive Abilities Profile.

## Benefits to you and your school

- Bring expertise in-school and save money.
- Flexible distance learning - less time out of school.
- Practice-focused - learn as you work.
- Access a wealth of practical resources, academic research and interactive materials.
- Develop effective support for the most vulnerable children in your school.
- Choice of start dates.
- Tutored by professional experts.
- Quality assured by Middlesex University.

## What our delegates think

'I feel more knowledgeable when discussing students' progress and the challenges they may be facing; and when working with other teachers to support these students in their learning; or to decide on the most suitable form of assessment they may need.'

**Freya Newberry**

## Dynamic Assessment and Mediation of Cognitive Functions

### Skills & Knowledge

(30 credits)

**Module leaders:** Ruth Deutsch, Dr Jane Yeomans

**Enrolment dates:** September, January, May

**Module length:** Up to one year

### The essential foundation

This module is designed to give you an understanding of the skills that can be used to make a positive difference, and the opportunity to practise them. You will gain foundational knowledge of relevant theory, research and policy and the ability to critique knowledge and existing practice. For this module you will embed learning through practice in an education setting. You will need to be working in or have access to such a setting.

### Flexible assessment

On completion of the learning experiences, you'll submit the following assignments:

**Critical analysis 1:** A critical overview and critique of static versus interactive assessment, with specific reference to anti-oppressive practice issues in assessment. (2,500 words)

**Critical analysis 2:** An overview and critique of the role of mediation in dynamic testing. (2,000 words)

**Reflective analysis:** An observation of and reflection on a learner in order to identify the cognitive functions being used. (1,500 words)

Where indicated by your tutor, you may submit as part of your final portfolio of evidence multimedia resources that you have produced within your applied practice.

### Professional benefits

- Enhance your understanding of the process of learning.
- Develop an in-depth understanding of the role played by mediation in teaching and learning.
- Learn how to intervene and monitor progress in complex situations.
- Understand theories related to intellectual development, including environmental and sociocultural aspects of learning development.
- Identify the cognitive functions of the learner.
- Learn about the role of Dynamic Assessment in relation to equal opportunities and anti-oppressive practice.

## Dynamic Assessment and Mediation of Cognitive Functions

### Application & Reflection

(30 credits)

**Module leaders:** Ruth Deutsch, Dr Jane Yeomans

**Enrolment dates:** September, January, May

**Module length:** Up to one year

### Take your practice to the next level

This module includes an essential two-day face-to-face training event in London on the Cognitive Abilities Profiles (CAP) and Dynamic Assessment and Mediation. You will also receive a copy of the CAP manual and record forms (usually £245+VAT).

You will apply the skills and knowledge you have gained in the preceding module to the development of professional practice in real world situations. Applying the methodology of Dynamic Assessment, you will profile a learner using the CAP and devise an intervention plan based on your findings. You will also reflect on the strengths and limitations of the methodology. The activities will enhance your understanding of how to evaluate, implement and review strategies using Dynamic Assessment and mediation. They will develop your confidence in engaging with and commissioning other professionals to improve support in your setting. The Application & Reflection module can only be taken if the Skills & Knowledge module has been completed or is being taken concurrently. It is also essential that you are working professionally with children, young people or adults.

### Flexible assessment

On completion of the learning experiences, you'll submit the following assignments:

**Practice analysis** (2,000 words or equivalent): A cognitive profile of a learner which includes:

- Reasons for selection.
- A completed Cognitive Abilities Profile (CAP).
- A completed intervention plan.

**Reflective analysis** (4,000 words or equivalent): A reflective commentary on the use of the CAP, including:

- A reflection/critique of the use of the CAP in a consultation context.
- A reflection about the overall strengths and limitations of the CAP, with reference to published sources.

Where indicated by your tutor, you may submit as part of your final portfolio of evidence multimedia resources that you have produced within your applied practice.

### Professional benefits

- Utilise models of consultation to work with a peer and complete a profile of a learner and their learning environment.
- Understand the contribution of cognitive abilities to a learner's profile of attainment.
- Find out how to link assessment and intervention.
- Use the CAP to rate the cognitive abilities of a learner, their response to teaching and mediation, and carry out a task analysis
- Draw up a CAP intervention plan.
- Become a certified Cognitive Abilities Profile practitioner.
- Identify barriers to learning and plan targeted interventions.
- Learn to use two Dynamic Assessment tests.



# General/Moderate Learning Difficulties

Complete both modules to receive the **Postgraduate Certificate: General/Moderate Learning Difficulties**

## Meeting a growing challenge

These modules will enable you to explore the historical and policy context and concept of General Learning Difficulties (GLD), alongside the theories of, and approaches to, measuring intelligence and how they have shaped the definitions of GLD/MLD. In the Skills and Knowledge module, you will examine the theoretical and research backgrounds of assessment and teaching, investigate the practical issues related to teaching strategies and approaches, and consider some of the complex relationships between GLD/MLD and other Special Educational Needs and Disabilities (SEND). Following this, in the Application and Research module, you will develop key skills in the processes of assessment and teaching for children with GLD/MLD. You will also learn how to critically evaluate your own practice and learning in these areas.

## High-quality distance learning

These practice-led distance learning modules are structured around carefully designed learning experiences that engage directly with your professional context. You will work at a time and a pace that suits you, studying online and integrating your learning into your working day. Working closely with your peers, you will encounter a flexible module that draws on a broad range of learning tasks and practical experience as you take part in mentoring and work placements that complement your learning. To add to this, our sophisticated online learning platform (Campus Online) utilises the latest technologies to give you the best possible outcomes. Video and multimedia content; case studies and problem-based scenarios; directed reading; structured learning logs; online discussion; online questionnaires; peer evaluation, student forum and webinars (with tutors and guest lecturers) blend seamlessly together to help you learn and develop with ease.



## Meet the module leader

**Dr Jane Yeomans**

'This will give you the skills and knowledge to work with individuals who experience learning difficulties. It will help you to identify those individuals, assess learners, and implement appropriate interventions.'

## About the module leader

**Dr Jane Yeomans** is a teaching fellow at the University of Birmingham and associate educational psychologist for Warwickshire County Council. She is a distinguished academic and teacher with over 30 years' experience as a teacher and educational psychologist in nursery, primary and secondary schools.

## Benefits to you and your school

- Bring expertise in-school and save money.
- Develop practical skills, tutored by professional experts.
- Access a wealth of practical resources, academic research and interactive materials to support you.
- Develop your confidence to support the most vulnerable and complex children in your school effectively.

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## What our delegates think

'I live and work in Dubai and yet I don't feel like a distance learner. The site is very well set out and accessible. I leave quick comments/message for my tutor on the right hand side of the screen and she gets back to me... It's absolutely brilliant!'

**Jo Miller**

## General/Moderate Learning Difficulties

### Skills & Knowledge

(30 credits)

**Module leader:** Dr Jane Yeomans

**Enrolment dates:** September, January, May

**Module length:** Up to one year

### The essential foundation

This module is designed to give you an understanding of the skills that can be used to make a positive difference, and the opportunity to practice them. You will gain foundational knowledge of relevant theory, research and policy and the ability to critique knowledge and existing practice. For this module you will embed learning through practice in an education setting. You will need to be working in or have access to such a setting.

### Flexible assessment

On completion of the learning experiences, you'll submit the following assignments:

**Critical analysis 1** (2,000 words): Critically evaluate research and theory relating to the assessment and teaching of children with GLD.

**Critical analysis 2** (2,000 words): Write an assignment that analyses and critiques models and theories of intelligence, the measurement of intelligence and how it pertains to the development of the terms GLD/MLD.

**Critical analysis 3** (2,000 words or equivalent): Produce an assignment or equivalent that analyses how GLD/MLD characteristics impact on teaching strategies and approaches and the relationship of these strategies and characteristics to other SENDs.

Where indicated by your tutor, you may submit as part of your final portfolio of evidence multimedia resources that you have produced within your applied practice.

### Professional benefits

- Develop your understanding of the diverse majority of learners with SEND who have no specific diagnosis or named definition of their needs.
- Gain far greater insight into the diverse needs of the majority of learners with SEND in your classroom.
- Enhance your skills and knowledge of the key issues at stake when assessing your students' primary needs, prioritising intervention support and determining the most effective approaches to differentiation.
- Learn how to manage and respond to the classroom needs of challenging and eclectic groups.

## General/Moderate Learning Difficulties

### Application & Reflection

(30 credits)

**Module leader:** Dr Jane Yeomans

**Enrolment dates:** September, January, May

**Module length:** Up to one year

### Take your practice to the next level

This module allows you to apply the skills and knowledge you have gained in the preceding module to the development of professional practice in real world situations (casework, school-based work). A focus on reflective practice will also help you to continue to improve your practice beyond the course.

The activities in this module will further enhance your knowledge of how to apply your knowledge and understanding to your work with a learner with GLD/MLD. You will assess the needs of an individual learner and evaluate these needs based on your holistic understanding of the learning environment and development of the learner. You will plan interventions and implement these, followed by an evaluation of the impact of your involvement with the learner.

The Application & Reflection module can only be taken if the Skills & Knowledge module has been completed or is being taken concurrently. It is also essential that you are working in an education setting with children, young people or adults.

### Flexible assessment

On completion of the learning experiences, you'll submit the following assignments:

**Reflective analysis 1** (3,000 words or equivalent): upkeep of a learning log with a minimum of ten entries that tracks delegate's reflections and changes in thinking and perspective.

**Practice analysis 1** (3,000 words or equivalent): a comprehensive case study tracking the impact of assessment, intervention and review of a client.

Where indicated by your tutor, you may submit as part of your final portfolio of evidence multimedia resources that you have produced within your applied practice.

### Professional benefits

- Develop the skills and knowledge that you cultivated in the Skills & Knowledge module.
- Apply your understanding of the diverse majority of learners with SEND who have no specific diagnosis or named definition of their needs.
- Gain a far greater insight into the vast majority of learners with SEND in your classroom.
- Apply and reflect upon your skills and knowledge of learners with GLD/MLD to enable you to better manage your response to the challenging needs of this varied group in your classroom.

# Enquiry-based SEND Practice

## Completing your MEd

This 60 credit module is required for completion of the MEd in Special Educational Needs and Disability (SEND). The supported piece of enquiry-based professional research will help you examine your own practice and that of others to gain a new level of understanding of how enquiry, research and critical reflection can improve outcomes for those you are working with.

Whatever your professional role across the spectrum of educational settings, in the area of SEND - as in any other - there is a need for culturally relevant, responsive services that make a positive difference and help understand the child in the context of their network of family and professional support.

Completion of this module will give you the skills and knowledge you need to meet this challenge.

## Your own research project

Choosing the area of SEND of most interest to you, this carefully structured module will enable you to critically engage with the theory and research base and conduct an enquiry-based research project of your own. Throughout there will be a strong emphasis on reflective activities, further improving your understanding of your own and others' practice and helping you to develop effective teaching and management strategies. Topics covered will include:

- Approaches to enquiry: qualitative and quantitative, positivist and interpretative.
- Features of enquiry-based practice and practitioner research.
- Negotiating research in your organisation: using the RADIO model.
- Designing a piece of enquiry-based practice: Action Research cycles.
- Research ethics and codes of conduct.
- Data collection and analysis.
- Writing up your research.

Action and enquiry-based research allow you to focus on practice that is useful to you and your organisation. Rather than standing on the side noticing and recording, the action and enquiry approach puts you at the centre of change - making a positive difference.

## High-quality distance learning

The Module leaders and tutors will be available to offer online or telephone individual and group tutorial support, with a range of technologies ensuring that you feel supported and able to make progress towards successful completion of the module. The Module leaders are available to discuss your ideas for research topics, they will point you in the direction of relevant research and can help you plan your research. They are also able to help you with drafts of your assignments. This distance learning module will be delivered via Real Training's proven Campus Online. You will have access to over 2,000 full-text journals, guided reading and an online environment that will support your learning.



## Meet the module leaders

### Dr Jane Yeomans

'It gives students an essential platform, enabling them to take a thoroughly structured approach to holding an enquiry in their own setting.'



### Dr Mark Turner

'We're building on each delegate's practice, using the knowledge and skills that they have already attained, and bringing about real change in their practice.'

## About the module leaders

**Dr Jane Yeomans** is a teaching fellow at the University of Birmingham and associate educational psychologist for Warwickshire County Council. She is a distinguished academic and teacher with over 30 years' experience as a teacher and educational psychologist in nursery, primary and secondary schools.

**Dr Mark Turner** is one of Real Group's directors, a senior educational psychologist and co-founder of the Nurture Group Network. He has a range of experience in SEND practice as a teacher, SENCO, lecturer and mentor of students undertaking professional development training.

## What our delegates think

'While not in a formal leadership role in my school, I have quite confidently led the action research project in my school – in keeping with the RADIO stages and in response to my tutor's feedback. This is something that I would not otherwise have had the confidence, or been in the position to do, and I expect that it will make a tangible difference to my school.'

**Sharon Daly**



## Enquiry-based SEND Practice

(60 credits)

**Module leaders:** Dr Jane Yeomans, Dr Mark Turner

**Enrolment dates:** September, January, May

**Module length:** Up to one year

### Flexible assessment

This practice-based distance learning module is structured around carefully designed learning experiences, each with a practical activity at its heart that engages directly with your own professional context. Supporting theory, reflection and example activities will help you undertake and complete the relevant aspects of the assignments up to and including the completion of your Action Research project.

Where a word equivalence is given, you may submit as part of your final portfolio of evidence multimedia resources that you have produced within your applied practice.

**Critical analysis 1:** Overview and critique of the enquiry and action research model and a research proposal, showing the way in which you have identified a topic area for your research and negotiated the implementation of your research within your organisation. This assignment will also include discussion of the all relevant ethical considerations. (3,000 words)

**Critical analysis 2:** A summary of research and practice in the topic area. You will have access to a wide range of full-text online journals via the EBSCO database. (3,000 words)

**Practice analysis:** Account of the enquiry-based SEND project using an Action Research framework. (5,000 words or equivalent)

**Reflective analysis:** A reflection on the learning achieved through the project, including ethical considerations in practice and the impact on your own and others' professional practice. (1,000 words or equivalent)

### Choosing your research topic

Contact us if you are ready to complete your Masters and you wish to talk through possible topics for further enquiry or research. Whilst it is not necessary to have a topic idea prior to enrolling on this module we understand that sometimes it can help with the process of enrolment if you can be sure that a topic is relevant for further enquiry and research. In these circumstances we are happy to talk through ideas with you and other people you work with.

## Professional benefits

- Focus your research on a topic of relevance to you.
- Undertake an enquiry-based research project that makes a difference.
- Apply the enquiry-based approach to practice.
- Publish your work with our guidance and support.
- Complete your Master of Education (MEd).
- Progress your professional career.

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# Module prices

## Make the SEND Programme work for you

If you want flexibility and to keep costs to a minimum we have options to suit you. Book modules individually, select particular modules and book them together, or book your full MEd right away. The choice is yours.

Individual modules	Skills & Knowledge	Application & Reflection	PG Cert in 1 year price
 National Award for SEN Coordination (60 Credits)	£1,800		
 Educational Testing	CCET Online: £1,200 Intensive: £1,950	£1,200	£2,400 – £3,150
 Autism Spectrum Conditions	£1,200	£1,200	£2,100
 Dyslexia: Leadership and Intervention	£1,200	£1,200	£2,100
 Engagement: Improving Outcomes and Attainment	£1,200	£1,200	£2,100
 Social, Emotional and Mental Health Difficulties	£1,200	£1,200	£2,100
 Speech, Language and Communication Needs	£1,200	£1,200	£2,100
 Teaching Children with Severe, Profound and Complex Learning Difficulties and Disabilities	£1,500	£1,500	£2,700
 Dynamic Assessment and Mediation of Cognitive Functions: Theoretical and Conceptual Foundations	£1,200	£1,600	£2,500
 General/Moderate Learning Difficulties	£1,200	£1,200	£2,100
 Enquiry-based SEND Practice (60 credits)	£1,800		

All prices are subject to VAT and are correct at time of printing. Please see website for up to date prices.

version 0916

## Select and book modules together

We are able to offer discounts to students who book and complete multiple modules in the same year. Book and complete:

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**Three modules in 1 year - apply a discount of £600\***

\*excludes CCET

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