

Post Graduate Qualifications - Additional Support Needs

Highland Council's training strategy for teachers working with pupils with additional support needs offers access to some long and short term courses run by outside agencies leading to recognised external qualifications.

Certificate of Inclusive Practice - Aberdeen University

A one year four module course offered by Aberdeen University either in Highlands or with another local authority.

(See Appendix A)

This training comprises of three taught days per module with an assignment to be completed for each module plus course reading.

Staff are funded for course fees and subsistence but cover requirements are met by school for taught days and one personal study day per module.

Applicants need to have completed successfully their probationary period and are working with pupils with ASN or wish to start working with pupils with ASN. Support for applications will be sought from a member of the Senior Management team of the applicant's school.

Diploma of Inclusive Practice - Aberdeen University

A one year advanced post graduate course offered by Aberdeen University either in Highlands or with another local authority.

(See Appendix A)

Applicants need to hold a Certificate of Inclusive Practice or an equivalent post graduate qualification in a topic related to additional support needs. Evidence will be required by Aberdeen University in order to judge if the qualification held meets the entrance standards expected by the University.

This training comprises of three taught days per module with an assignment to be completed for each module plus course reading.

Staff are funded for course fees and subsistence but cover requirements are met by school for taught days and one personal study day per module.

Applicants need to have completed successfully their probationary period and are working with pupils with ASN or wish to start working with pupils with ASN. Support for applications will be required from a member of the senior Management team of the applicant's school.

If you are interested in undertaking the Certificate or Diploma please contact Jane Baines, Development Officer Support for Learners, e-mail jane.baines@highland.gov.uk.

Certificate or Diploma courses in Additional Support Needs

Certificate and Diploma courses in Additional Support Needs are also offered by other academic establishments e.g. Moray College and Strathclyde University. To discuss funding an application to other providers please contact Jane Baines, Development Officer Support for Learners, e-mail jane.baines@highland.gov.uk.

Only distance learning or web based courses can be considered as travel to attend twilight courses are not possible in the Highland context.

Post Graduate Certificate in Specialist Areas

- Teacher of the Deaf qualification
- Teacher of the Visually Impaired qualification
- Certificate of Education (Autism) (Strathclyde/Birmingham University)
- Diploma of Education (Autism) (Strathclyde/Birmingham University)
- Certificate of Education (DCD) (University of South Wales)
- Certificate of Education (Speech and Language Difficulties) (Strathclyde/Birmingham/South Wales University)

The above selection of courses represent the type of training which can be available for staff whose posts require them to have additional knowledge to work with children and young people with these specific difficulties.

These courses are run by a number of Universities, they are all distance learning courses. The duration is either one or two years. Some require attendance at the University for a number of days over the duration of the training or for linking with tutor support. Some Universities for example Birmingham, are offering some of these qualifications as web based courses.

Those interested in these courses, would need to show experience/expertise in working with children with these additional support needs, and any relevant qualifications already held.

Staff are funded for course fees and subsistence but cover requirements are met by school for taught days and one personal study day per module.

To discuss an interest in undertaking this type of specialist qualification please contact Jane Baines, Development Officer Support for Learners, e-mail jane.baines@highland.gov.uk

Appendix A
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**UNIVERSITY
OF ABERDEEN**

School of Education

**Programmes in Inclusive
Practice**

Information Booklet

2007 -2008

Post Graduate Certificate and Diploma in Inclusive Practice

Information Booklet 2006 - 2007

What does the programme aim to do?

Fundamental to the programme is the belief that all learners have the same rights and are of equal worth, irrespective of their ability, cultural background, race, gender or age. All learners have the right to be educated alongside their peers, and young people's needs are best met through systems of shared responsibility.

The programme aims to help teachers and lecturers improve the educational experience of children and young people, particularly those with additional support needs. It endeavours to give experienced teachers the time, opportunity and support to examine existing practice in the light of new knowledge and insights. It also aims to enable practitioners to build upon the range of experiences and different perspectives found among groups of colleagues supporting pupils with additional support needs, in a variety of contexts and settings, by exposing these to sustained discussion and critical appraisal.

While the award is a personal one, it is hoped that the positive nature of work undertaken within the modules will impact more widely on practice in schools.

What will be the benefits?

Feedback from previous years suggests the programme enhances professional confidence and competence as a result of heightened understanding, increased skills and an extended professional role.

The assignments require reflective analysis of current practice and engagement with colleagues in the development of an aspect of educational provision. In this way, the programme has a direct impact in bringing about change and development in schools and classrooms.

What demands will the programme make on me?

The programme will make significant demands on your personal time. This will be for reading, reflection, and preparation for assignments. In addition, the assignment work related to modules is designed to reflect and take account of your current work in schools; hence collaboration with colleagues is a fundamental feature of the assignments.

Normally, you will be out of school/college for approximately 3 days for face to face discussion, teaching and group work.

Thereafter, there will be a significant amount of reading, reflection and preparation for assignments.

At present, the programme is not offered through e-learning, and is delivered on a face to face basis only.

Each module represents 150 hours of notional student effort, distributed among the following activities:

- 3 days face to face contact with tutors for teaching, group activities etc
- Individual study, reading and reflection
- Development work in the workplace
- Preparing for the submission of an assignment for assessment purposes

What modules will the participants undertake at the Certificate stage?

The Post Graduate work in Certificate in Inclusive Practice will be awarded to participants who successfully meet all the academic and professional requirements of the following programme of study:

Exploring Difference and Diversity: 30 SM Points (Scottish Masters Points)
Participation and Learning: 15 SM Points
Option module: 15 SM Points

There are two core modules. The first, ***Exploring Difference and Diversity*** is a double module. During the first taught 3 day component it explores the principles of inclusion, and considers national and local policy and practice. It explores the dimensions of human difference and is designed to enable you to reflect on your own work in school/college, to examine the personal philosophy that drives your own practice, and to consider options for change. In the second taught component the module will explore the implications for practice, and begin to examine the key principles of learning and teaching. We examine the learner in context, and consider the multiplicity of factors affecting his/her experience in school/college.

The next module is ***Participation and Learning***. This module considers in detail effective practice in collaboration, and examines systems and

organisational issues, as well as the development of personal skills. We consider in particular the potential impact of collaboration on the learner.

The final module will be an **Option Module**, where you will have some choice in pursuing a particular area of interest. Decisions about some modules both within the Certificate and Diploma stage may be made strategically by local council/university representatives.

Option modules include:

Literacy Difficulties and Dyslexia
Alternatives to Exclusion: Creating a Climate for Learning
Interprofessional Working for Language Support
An Introduction to Autism and its Implications for Classroom Practice
Understanding Severe and Complex Needs

Not all option modules will be offered at one time, and module choices may be determined by tutor, availability, local council priorities, the number of participants in a group etc. Participants may not, therefore, always be able to undertake their first choice of option module.

The second and third modules are assessed as a single unit.

What modules will participants undertake at the Diploma stage?

The Post Graduate Diploma in Inclusive Practice will be awarded to participants who successfully meet all the academic and professional requirements of a Post Graduate Certificate in Inclusive Practice and the following programme of study:

Curriculum, Transformation and Change: (30 SM Points)

Professional Enquiry: (30 SM Points)

Curriculum, Transformation and Change examines the concept of change as it relates to the development of inclusive curricula, and considers the influences and assumptions that shape the curriculum. It is designed to develop an understanding of the inter-relationships amongst various organisational systems, and to examine the professional and personal activities that take place within these interconnected systems.

The ***Professional Enquiry*** module provides the opportunity to acquire and practice skills associated with the planning and implementation of development work in schools/colleges. The module explores the links between policy, practice and research, considers different research paradigms and supports the development of critical reading and writing. This leads to the planning, designing and implementing of a small scale research project.

Can I then proceed to the Masters stage?

Participants may normally proceed to the Masters stage when they have successfully met all the academic and professional requirements of the Postgraduate Diploma in Inclusive Practice.

What form do the assignments take?

They will complete an assignment for each module. The assignments will be as follows:

PG Certificate in Inclusive Practice

Exploring Difference and Diversity - 6000 word assignment
Participation and Learning linked with an Option – 6000 word assignment

PG Diploma in Inclusive Practice

Curriculum Transformation and Change - 6000 word assignment
Professional Enquiry – 6000 word assignment

They will be given clear guidelines and assessment criteria, and you will have access to tutor support.

A key feature of assignment work is that it reflects the current demands and practice in schools. The requirements to self evaluate and undertake critical reflection, to collaborate with colleagues and parents, to apply theory to practice and to recognise and promote good practice underpin all assignments. The focus and form of each assignment will be slightly different.

What support will the School of Education provide?

Participants will be allocated a tutor who will provide individual support throughout the programme. One hour's tutor support is provided for each module, and this will be used primarily for telephone tutorials. Contact can also be made via fax, letter or e-mail. All participants are strongly recommended to send in brief, outline drafts or short illustrative extracts of assignments to their tutor for comment.

The library facilities in the Faculty are excellent, and a swift, efficient postal service supports everyone. The library can also be accessed via the internet.

For further information please contact

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**Course Codes: Postgraduate Certificate and Diploma
in Inclusive Practice**

	Exploring Difference and Diversity
	Participation and Learning
	Curriculum, Transformation and Change
	Personal Enquiry
ED5140	Alternative to Exclusion: Creating a Climate for Learning
ED514P	Literacy Difficulties and Dyslexia
ED5142	An Introduction to Autism and its Implications for Classroom Practice
ED5182	Interprofessional Working for Language Support
	Understanding Severe and Complex Needs