



Where appropriate outcome statements have been referenced to the appropriate Benchmarking Statement (BS)

<b>1</b>	<b>Awarding Institution</b>	Queen Margaret University, Edinburgh
<b>2</b>	<b>Teaching Institution</b>	Queen Margaret University, Edinburgh
<b>3</b>	<b>Professional body accreditation</b>	None
<b>4</b>	<b>Final Award</b>	Postgraduate Certificate (PGCert) Collaborative Working: Education and Therapy
	<b>Subsidiary exit awards</b>	Where individual modules are studied for Continuing Professional Development (CPD) purposes, an academic transcript related

The educational aims of the programme are to enable learners to:

1. Build upon their knowledge and experiences by critically reflecting on principles, concepts, theories and practice issues related to collaborative working in schools which supports inclusive learning\*\*.
2. Advance their ability to critically appraise legislative frameworks, policy and evidence which informs contemporary issues in inclusive learning, and evaluate its application in the practice environment.
3. Enhance personal (transferable) skills which enable them to work more effectively, both collaboratively and autonomously, to support pupils with diverse needs.

\*\* Inclusive learning is understood, within the context of this programme of studies, to relate to the processes, structures and actions which can increase the participation and achievement of all pupils attending school. The term is used in the spirit of the definition proposed in the Tomlinson Report (FEFC 1996) where the emphasis is to view the educational provision, for the individual with additional support needs, as being equivalent to those of all learners. Although the frame of reference for the programme of studies is to consider the school and/or classroom as the context for reflection and action, it is acknowledged that improvements in practice may impact upon the child and/or young person and their parents/carers/family *beyond* the classroom and school, i.e. the effects may extend into home life and participation within the community.

## **11. Benchmark statements and professional and statutory body requirements covered by the programme**

This programme is an academic award, with no statutory requirements.

The learning outcomes for all modules are aligned with the Scottish Credit and Qualifications Framework (SCQF 2012) level 11 and the Queen Margaret University Taught Postgraduate Attributes of Performance (2013). During the process of development of the programme learning outcomes, a range of professional standards were examined, to determine the complementary nature of the programme learning outcomes with the CPD requirements of some of the potential students i.e. occupational therapists, physiotherapists, speech and language therapists and teachers.

The following documents were used as the most contemporary and relevant points of reference for mapping the PGCertificate programme learning outcomes against a range of standards for selected professional groups. The diversity of the professional standards examined is reflective of the varied professional groups expected to take up places on the programme. The object of the mapping exercise was to display the currency of the programme regarding demonstration of continuing professional development.

For applicants who have a therapy background (i.e. occupational therapists, physiotherapists and speech and language therapists):

Health and Care Professions Council (HCPC) Standards of Proficiency for Occupational Therapists, Speech and Language Therapists and Physiotherapists (HPC 2013)

For applicants who are registered teachers (registered with the General Teaching Council, Scotland GTC):

Standards for Full Registration (GTC 2012)

Standards for Leadership (GTC 2012)

Mapping the programme learning outcomes against these standards demonstrated the value of the programme in matching an array of professional standards which must be maintained, and potentially further developed, for registered therapists and registered teachers.

## 12. Learning outcomes of the programme

On successful completion of the post graduate certificate, within the following criteria graduates will be able to:

### Knowledge and Understanding

1. Demonstrate a critical, in-depth knowledge of current evidence based approaches underpinning inclusive learning and integrate this with their own specialist knowledge and experience.
2. Critically appraise and use relevant theories, principles and concepts of collaborative working and inclusive learning in practice.

### Intellectual Skills

1. Critically evaluate relevant literature related to collaborative working and inclusive learning.
2. Critically review and reflect upon their own and others knowledge, skills, roles and responsibilities within the school and/or classroom setting.
3. Critically analyse, evaluate and synthesise incomplete and complex information to generate informed perspectives on inclusive learning in the school setting.

### Practical Skills

1. Apply evidence in original and creative ways to support inclusive learning in the practice setting.
2. Design, develop, implement and evaluate learning strategies and programmes or a series of learning opportunities which support pupils to optimally participate in the curriculum and school life.
3. Demonstrate sharing, discussion and debate within the group of learners to extend the individual and groups perspective, and aid understanding of each other's language and worldview in order to promote collaborative working in practice. (This will include exploration of the views of pupils and parents/carers).

### Transferable Skills

1. Extend skills related to effective collaborative working with pupils, parents/carers, co-workers, peers and co-learners.
2. Communicate effectively in various media (i.e. oral, visual, written and computer-mediated communication) to a range of audiences (i.e. pupils, parents/carers, peers, co-workers, co-learners and tutors).
3. Actively engage in a community of practice to create new knowledge and ways of doing and knowing.
4. Engage in critical reflection to develop skills of self-appraisal and enable novel insights into praxis.
5. Demonstrate independence, autonomy and accountability in relation to personal and professional practice and development.

## 13. Teaching and learning methods and strategies

The teaching team are formed by CIRCLE (Child Inclusion Research into Curriculum Learning Education) Collaboration members. The CIRCLE Collaboration is made up of experienced specialist academics and front line practitioners. The CIRCLE Collaboration has been researching issues of inclusion within education and partnership working. This multi-disciplinary research has explored the relationship between research, practice and integrated these findings to generate evidence based strategies and methods which support effective partnership working within the context of the inclusive classroom ethos. This programme of studies draws upon the research outputs of the CIRCLE Collaboration, as one of the streams of literature around which debate, critique and learning can be orientated. This therefore makes the Circle Collaboration team ideally placed to deliver this curriculum.

In the process of developing the PG Certificate in Education and Therapy Collaborative Working, the programme team has been influenced by a range of educational philosophies, ideologies and strategies. These will be briefly outlined below:

### Communities of practice and collaborative learning

This is the guiding philosophy for the programme and is congruent with social learning theory. A community of practice is where practitioners share a concern or a passion for something they do and learn how to improve their working by engaging in collaborative activities and discussion in order to develop a shared repertoire for practice. Within the PG Certificate in Education and Therapy Collaborative Working the community will involve learners from both education and health, bringing a rich and diverse range of knowledge and experience. The teaching team will include CIRCLE practitioners and researchers; and visiting lecturers, from a variety of

relevant backgrounds including parent and carer representatives, will be experts in their field. Methods will support collaborative learning through group work and peer feedback and will include Blackboard based discussions and activities.

#### Autonomous adult learners

Congruent with the level and philosophy of postgraduate education and informed by the importance of developing practice, the programme is influenced by the need to promote autonomous intellectual endeavour and to support learners to become critical thinkers who have the ability to deconstruct concepts and theories and are able to negotiate social change. Methods encourage critical reflection and the development of individual learning plans and portfolios which support the development of personal transferable skills for complex roles in relation to inclusive learning and collaboration in the school setting.

#### On-line learning

Approaches to learning are blended within this programme to allow flexibility of delivery and to suit different learning styles. Methods and approaches include e-learning and enquiry based learning. In relation to e-learning, all students will be introduced to Blackboard which provides an important forum for group discussion and communication and is used in all modules to promote critical reflection and sharing throughout the learning experience. Enquiry based learning (EBL) promotes active learning and reflection. Learners gain a deeper understanding of the subject-matter, as well as cognitive and leadership skills required for tackling complex problems that occur in practice. Students may also elect to study by distance learning only. Students should elect onto either on-line or face-to-

## **15. Programme structures and features, curriculum units (modules), credits and award requirements (including any periods of placement)**

The PG Certificate is presented in a modular structure, working within a two semester academic calendar. The PG Certificate is awarded following the successful study of all three M-level (SCQF level 11) core modules:

- Evidence informed inclusive learning (15 credits)
- Enabling effective collaborative practice (15 credits); and
- Working together in action (30 credits).

The modules are designed to allow study in any order; however, students are advised to undertake the module, Evidence informed inclusive learning in the early stages of study.

Each 15 credit module requires a notional student effort of 150 hours, double modules require 300 hours.

The minimum period for any student to complete the PG Certificate is one year. The maximum period for study will be four years.

All modules are offered on a part time basis. The programme uses a blended learning and distance learning approach. For blended learning students, face-to-face contact sessions (e.g. workshops, small group

These actions are made in the spirit of developing a diverse community of practice wherein a variety of individuals (including education, therapy and other staff) share knowledge, information and experiences.

Students who have met all other admissions criteria, but are not offered places due to their professional background will be informed of this and given the opportunity to re-apply in the next available in-take point.

For students applying to undertake module/s without assessment, the above criteria still apply, as all underpinning philosophy and teaching/learning strategies are reliant upon all participants sharing knowledge, information and experiences, based upon reflections on practice.

#### Accreditation of prior learning

Applicants who make an application for recognition of prior learning (APEL or APCL) must demonstrate achievement in relation to all components of the outlined curriculum.

### 17. Support for students and their learning

The following support and resources are offered to all students:

- Progressive (longitudinal) induction sessions for: the programme of studies, information and communications technologies at QMU, and the Learning Resource Centre.

- Study skills sessions, linked with induction.

- Personal academic tutor for each student.

- Personal development portfolios . and tutor support.

- Student handbook and QMU student diary.

- Access to student learning services, library and Information Technology (IT) support.

- Access to student services: careers, counselling, disability advice.

- Representation through student-staff committees.

- An English language unit provides support for students whose first language is not English.

- Use of Blackboard for distance access and interaction with other students.

### 18. Quality Assurance arrangements

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<http://www.qmu.ac.uk/quality/>

