

MA in Inclusive Education
For students entering Part 1 in 2011/2

Awarding Institution:	University of Reading
Teaching Institution:	University of Reading
Relevant QAA subject Benchmarking group(s):	
Faculty:	Arts, Humanities and Social Science Faculty
Programme length:	1 years
Date of specification:	24/Aug/2011
Programme Director:	Dr Ghazala Bhatti
Programme Advisor:	
Board of Studies:	
Accreditation:	

Summary of programme aims

The course will enable teachers and other educationalists to deepen their understanding of special educational needs in general and of Inclusive Practice in the broadest sense. This will include the historical context, current legislation and guidelines, specific learning needs, and the role of special education with particular reference to primary and secondary schools. The course is designed to build on the existing experience practitioners bring with them, helping them to develop a critical awareness of both theoretical and practical issues in this important field. Graduates of the course will offer their institutions a reflective and critical awareness of the significant ways in which teachers can enable students to learn. This expertise will enhance graduates' ability to become more effective as professionals.

Transferable skills

Students will develop the following transferable skills:

- Ability to use library, electronic and other academic resources (all modules)
- Ability to critically review the research literature in relation to special needs (all modules)
- Ability to develop an academic argument and provide evidence to support this (all modules)
- Development of writing skills including academic essays and professional reports (all modules)
- Ability to critique work from written, oral and visual representations, including the work of peers (EDM088 and EDM089)
- Ability to apply government policies and academic research to individual practice through a research project (dissertation)
- Develop awareness and application of ethical practices through a research based dissertation (EDM007 and dissertation)
- Ability to become self-aware through critiquing existing policies and practice in Inclusive Education (all modules)

Programme content

All students will register for the Masters in Inclusive Education. All students are registered for Route A and may transfer to Route B, with the approval of the programme leader.

On Route A, students take 120 credits consisting of three core and three optional taught modules followed by a 60 credit, 15,000 word dissertation (EDM024). For part-time students the taught modules must be completed within 48 months and the dissertation must be submitted within 36 months of completing the taught modules. The dissertation registration period is 12 months (part-time). Full-time students complete the programme in 12 months.

On Route B, students take 80 credits consisting of three core and one optional taught module followed by the longer 100 credit, 25,000-30,000 more research based dissertation (EDM025). For part-time students the taught modules must be completed within 36 months and the dissertation must be submitted within 48 months of completing the taught modules. The dissertation registration period is 24 months (part-time). Full-time students complete the programme in 12 months.

Core Modules:

Code	Title	Credits	Level
EDM007	Investigating Education	20	7
EDM021	School Development and Provision for Difficulties in Learning	20	7
EDM088	Learners with Special Educational Needs	20	7

Dissertation focusing on SEN in either of the following routes:

EDM024	Dissertation Route A	60	7
EDM025	Dissertation Route B	100	7

Optional modules (these optional modules are specific to this programme, however, students can select from the full menu of options; these may vary from year to year and students will receive information about these at the start of the programme):

EDM022	Enhancing Pupil Learning	20	7
EDM077	Supporting Pupils with Autistic Spectrum Disorder	20	7
EDM087	Educational Provision for Gifted and Talented Children	20	7
EDM122	SENCO 1: Policies and Procedures	20	7
EDM123	SENCO 2: Barriers to Learning	20	7
EDM124	SENCO 3: Learners with Difficulties and Disabilities	20	7

Part-time or modular arrangements

The modular system allows a full-time and part-time route. Full-time students are expected to complete the course within one calendar year. Normally, the MA (Inclusive Education) is completed in 36 months (please see Programme Content section for further details of time-scales). The dissertation is the last piece of work submitted for assessment.

Progression requirements

Students may exit after 60 credits with a Postgraduate Certificate or with a Postgraduate Diploma after 120 credits. Students on either dissertation routes A or B, must successfully complete all three core modules above (EDM007, EDM021 and EDM088) before submitting a dissertation in an appropriate area. Part-time students may register for the dissertation at the beginning of the Autumn, Spring or Summer Terms.

Assessment and classification

Teaching is by a variety of methods, including lectures, seminars, workshops, small group work, individual feedback on written work and individual supervisions. The programme provides opportunities for the application of learning through school or institution based action research. Students are encouraged to review how they will take advantage of these opportunities over the course of the programme as well as on the dissertation. Normally International students are encouraged to use the university as the base for their research activities.

The University's taught postgraduate marks classification is as follows:

Mark Interpretation

70 - 100% Distinction

60 - 69% Merit

50 - 59% Good standard (Pass)

Failing categories

40 - 49% Work below threshold standard

0 - 39% Unsatisfactory Work

For Masters Degrees in Education (180 credits)

To pass the Masters students must gain an average mark of 50 or more overall including a mark of 50 or more for the dissertation and, in the core modules, have no mark below 40. In addition the total credit value of all modules marked below 40 must not exceed 30 credits and for all modules marked below 50 must not exceed 55 credits.*

Students who gain an average mark of 70 or more overall including a mark of 60 or more for the dissertation and have no mark below 40 will be eligible for a Distinction. Those gaining an average mark of 60 or more overall including a mark of 50 or more for the dissertation and have no mark below 40 will be awarded eligible for a Merit.

For PG Diplomas (120 credits)

To pass the Postgraduate Diploma students must gain an average mark of 50 or more and, in the core modules, have no mark below 40. In addition the total credit value of all modules marked below 40 must not exceed 30 credits and for all modules marked below 50 must not exceed 55 credits. *

Students who gain an average mark of 70 or more and have no mark below 40 will be eligible for the award of a Distinction. Those gaining an average mark of 60 or more and have no mark below 40 will be awarded eligible for a Merit.

For PG Certificate (60 credits)

To pass the Postgraduate Certificate students must gain an average mark of 50 or more and have no mark below 40.

* The provision to permit a candidate to be passed overall with a profile containing marks below 40 is made subject to the condition that there is evidence that the candidate applied his or herself to the work of those modules with reasonable diligence and has not been absent from the examination without reasonable cause.

Admission requirements

Entrants to this programme are normally required to have obtained an Honours degree and obtained a pass at second class or above or its equivalent. However all applicants will be considered and practical experience may be taken into account where appropriate. Normally applicants will have either direct experience of teaching and special needs or will be able to demonstrate a clear commitment to working in this field. Students who have not been taught in the English language or those who do not have English as a first language will need to demonstrate sufficient expertise in English through appropriate approved routes.

Admissions Tutor: Dr. Catherine Tissot

Support for students and their learning

University support for students and their learning falls into two categories. Learning support is provided by a wide array of services across the University, including: the University Library, the Student Employment, Experience and Careers Centre (SEEC), In-sessional English Support Programme, the Study Advice and Mathematics Support Centre teams, IT Services and the Student Access to Independent Learning (S@il) computer-based teaching and learning facilities. There are language laboratory facilities both for those students studying on a language degree and for those taking modules offered by the Institution-wide Language Programme. Student guidance and welfare support is provided by Personal Tutors, School Senior Tutors, the Students' Union, the Medical Practice and advisers in the Student Services Centre. The Student Services Centre is housed in the Carrington Building and offers advice on accommodation, careers, disability, finance, and wellbeing. Students can get key information and guidance from the team of Helpdesk Advisers, or make an appointment with a specialist adviser; Student Services also offer drop-in sessions and runs workshops and seminars on a range of topics. For more information see www.reading.ac.uk/student

All students are assigned a personal tutor and are expected to meet their personal tutor at least once a term. This should be the first place students go when needing additional support or with questions about the MA in general; all personal tutors can easily be contacted via email.

The programme director and administrator for all Masters Programmes can also be reached via email or to arrange an appointment.

Students are encouraged to take advantage of the ongoing programme of research seminars and specialist interest training.

The Library has an excellent stock of education books and journals and its own IT facilities. A comprehensive handbook is available for the course. Through its Partnerships the Institute has active relationships with a network of over 300 schools and 10 Local Education Authorities.

Career prospects

The course will greatly enhance the knowledge base and career progression of participants involved at any stage of Inclusive education within their educational organisation (school/college). It is specifically designed to support those who are keen to become informed leaders in the field of inclusion. It provides an excellent introduction to the critique of education necessary for work at Local Education Authority level.

Opportunities for study abroad or for placements

N/A

Programme Outcomes

Knowledge and Understanding

A. Knowledge and understanding of:

1. Advanced concepts and theories in the field of learning and Education.
2. Current educational practice and policies relating to inclusive educational practice.
3. How teachers develop their classroom skills to meet the needs of all learners and consistently reflect on ways to improve them.
4. Key issues from historical as well as current practice which impact on the lives of learners with specialist teaching needs
5. The main categories of disability that reflect mainstream school population.
6. Recent research in the field and of how to undertake relevant small scale research studies.
7. Research practice including ethical considerations.

Teaching/learning methods and strategies

- 1 covered in all modules
2. EDM021, EDM077, EDM088
3. EDM022, EDM087, EDM088 and EDM077
4. EDM021
5. EDM088
6. covered in all modules
7. EDM007, EDM024, EDM025

Assessment

- Dissertation modules EDM024/EDM025 and assignment for EDM007
- Written assignment for EDM021.
- Written assignment for EDM021. EDM088, EDM022, EDM077 and EDM087
- Written assignment for EDM021
- Written assignment for EDM088
- This aspect is a key component of the assessment of all modules and students are marked on use of recent research literature.
- Assignment for EDM007 and dissertation modules EDM024/EDM025

Skills and other attributes

B. Intellectual skills - *able to*:

1. Use advanced evidence-based reasoning in evaluating educational theories, concepts, practices and policies relevant to Inclusive education
2. Critically evaluate the design and conduct of research specific to their current expertise
3. Produce well structured and well argued essays using current research literature.
4. Abstract complex orally presented material.
5. Understand the complex professional framework within which teachers operate.

Teaching/learning methods and strategies

EDM021, EDM088, EDM077, EDM024, EDM025 as well as access to research seminars EDM007, EDM024 and EDM025 EDM021, EDM088, EDM077, EDM024, EDM025 as well as access to research seminars This is a feature of all teaching and seminars; all students are required to be respondents during sessions. Additional support and copies of lecture notes and PowerPoint presentations are available on Blackboard.

5. This concept is the focus of EDM021, but is an integral feature of the all taught modules.

Assessment

1. Ongoing assessment through oral feedback in lecture and tutorial sessions. Assignments for EDM021, EDM088, EDM022, EDM077 and EDM087 are specifically assessed on this.
2. EDM007 and EDM024/EDM025
3. Assignments for EDM021, EDM088, EDM022, EDM077 and EDM087 are specifically assessed on this.
4. Is assessed through the requirement for students to summarise and engage with both staff and student presentations and to act, when required, as a 'respondent'.
5. Engagement with lecture presentations and written assessment for EDM021.

C. Practical skills - *able to*:

Teaching/learning methods and strategies

1. Perform advanced searches for information relevant to specific topics.
2. Choose and apply relevant data, analytic techniques and current research literature to an academic argument.
3. Review, critique and write about empirical and theoretical research.
4. Summarise and present key ideas to peers
5. Work with peers in small groups to explore an assigned task or concept
6. Undertake classroom and related observation in a systematic way.
7. With supervision plan and carry out research into educational issues

- Is supported by library induction sessions offered to new and existing students and by subsequent tutor input.
- Taught in EDM021, EDM007, EDM088 and EDM022. Individual tutorial sessions for EDM024/EDM025 focus on this as well.
- Taught in EDM021, EDM007, EDM088 and EDM022 and is supported by a dedicated seminar for each new cohort of students
- Demonstrated by tutors in all lectures and research seminars. Students are required to engage and participate in lectures which practice this skill.
- Evidenced in all module lectures
- EDM007 and EDM024/EDM025.
- EDM007 and EDM024/EDM025 and is supported by a dedicated seminar and individual tutorials with dissertation supervisor.

Assessment

- Core element of written assignments for all modules and part of marking criteria.
- Core element of written assignments for all modules and part of marking criteria.
- This is the main focus of EDM024 and EDM025, but is a key element of all written assignments.
- This is assessed in lectures and small group work.
- EDM007, EDM024/EDM025

D. Transferable skills - *able to:*

1. Communicate accurately in writing
2. Work collaboratively in a group
3. Plan and carry out a project
4. Manage time and work to deadlines
5. Use IT where relevant and fit to purpose
6. Understand the benefits and limitations of research methods.
7. 7. Contribute to professional dialogue and development

Teaching/learning methods and strategies

- Transferable skills are developed across the programme.
- Is developed through formative feedback on assignments and related tasks for EDM007, EDM021, EDM088, EDM022, EDM077 and EDM087.
- Is included in all modules through small group work in lectures and seminar work
- EDM007, EDM024/EDM025
- Is taught through student access to their personal tutors and seminars
- Practiced through the assignments and feedback on written work for all modules.
- EDM007, EDM024/EDM025
- Is demonstrated in lectures and engagement with the programme for all modules.

Assessment

- Demonstrated through written assignments for all modules.
- Demonstrated in all modules through lectures and research seminars.
- Assignment for EDM007 and dissertation modules EDM024/EDM025
- All assignments have a deadline that students work to and therefore are required to manage

their time accordingly.

- All assignments are required to be presented in standard format using IT. Students will use library resources and BlackBoard in EDM021, EDM088, EDM077.
- Assignment for EDM007, dissertation modules EDM024/EDM025, seminars and coursework
- Assessed in tutorials, small group work, and coursework for all modules.

Please note - This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the module description and in the programme handbook. The University reserves the right to modify this specification in unforeseen circumstances, or where the process of academic development and feedback from students, quality assurance process or external sources, such as professional bodies, requires a change to be made. In such circumstances, a revised specification will be issued.