# MA INCLUSIVE EDUCATION

## Programme Specification and Curriculum Map for MA Inclusive Education


Middlesex University

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| **1. Programme title** | MA Inclusive Education |
| **2. Awarding institution** | Middlesex University |
| **3. Teaching institution** | Middlesex University |
| **4. Programme accredited by** | |
| **5. Final qualification** | MA Inclusive Education ( To be determined from) |
| | PG Diploma Inclusive Education ( to be determined from) |
| | PG Certificate Inclusive Education ( to be determined from) |
| | Special Educational Needs and Inclusion<br>Specific Learning Difficulties<br>Gifted Education |
| | Bilingual Learners and Inclusion *<br>Social Emotional and Behaviour Management * |
| **6. Academic year** | 2009/2010 |
| **7. Language of study** | English |
| **8. Mode of study** | Distance Education/ Part time |

**9. Criteria for admission to the programme**

The MA Inclusive Education programme is intended normally for graduates, with QTS.

In line with the School and University policy on widening access, however, these requirements will not always have to be fulfilled by applicants, who should enquire about this to the programme leader . Applicant may be accepted who have had extensive experience working in a school setting  in a support role or as a tutor for pupils with a Specific Learning Difficulty. See section B3.1 and B3.2 of Formal University Documents.

In order to gain funding from the Teacher Development Agency to follow this programme you must have Qualified Teacher Status and currently be employed in a state school. Access to schools and groups of pupils in order to complete the practical and action enquiry elements during the programme.

Candidates will need a high level of competence in the use of English, equivalent to at least 6.5 in the IELTS test or TOEFL 575 (paper based), 237 (computer based).
  See section B of University Regulations for Admission

The MA Inclusive Education is not a route into teaching and does not award qualified teacher status (QTS).

**10. Aims of the programme**

The programme aims to:

Develop teachers as evidence based practitioners, so that they are enabled to improve their own practice and to make a significant contribution to improving inclusive practice and raising achievement in their specialist area.

It therefore sets out to:

- introduce students to a body of theoretical and professional knowledge in an area or areas relevant to the profession and role of the individual student
- to develop skills of using professional and theoretical knowledge and findings from published research to inform and develop practice
- and  to develop the skills and outlook of the practitioner- researcher

| 11. Programme outcomes | |
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| **On completion of the programme will have** | **Teaching/learning methods** |
| **A Knowledge and understanding of:** | Students acquire knowledge and understanding through reading, keeping a reflective journal, writing, enquiry and the application of new theoretical and professional knowledge to their practice. |
| A1. Demonstrate an in depth understanding of policy , theory, critical issues and current theoretical perspectives in the chosen area(s) | |
| A2. Children, Schools and Families guidance and policy in UK or equivalent International legislation. | **Assessment** Students' knowledge and understanding is assessed by coursework including: personal learning needs analysis, formative assessment tasks, reflective portfolio, project reports, action research studies and final dissertation report. The work will demonstrate: |
| A3. Professional Standards for own role as detailed in the TDA guidance. | |
| A4. Research design and methodologies for data collection | |
| A5. Qualitative research including action research methodologies in the chosen area of specialism | • A systematic understanding of knowledge, a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice. |
| | • A comprehensive understanding of techniques applicable to their own research or advanced scholarship; |
| | • Originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline; |
| | • Conceptual understanding that enables the students to: Evaluate critically current research and advanced scholarship in the discipline; and Evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses. |

| On completion of the programme candidates will be able to demonstrate: | Teaching/learning methods |
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| **B. Cognitive (thinking) skills**<br><br>B1. Apply theoretical learning to critical reflections on experience<br>B2. Identify and critique positions and arguments in assigned reading<br>B3. Critically analyse received views<br>B4. Critically evaluate own practice | Students develop cognitive skills through reading, reflecting on past and current experience by recording this in their reflective portfolio, and through writing summative reports.<br><br>**Assessment**<br>Students' cognitive skills are assessed by coursework including: personal learning needs analysis, formative assessment tasks, reflective portfolio, project reports, action research studies and final dissertation report. Students work will demonstrate the ability to:<br><br>    Continue to advance their knowledge and understanding, and to develop new skills to a high level;<br>Deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences;<br>Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level; |
| **On completion of the programme candidates will be able to demonstrate:**<br><br><br>**C. Practical skills**<br>C1. Identify, review and evaluate own learning needs in order to set and monitor personal learning objectives<br>C2. Apply theoretical learning to improve practice in the workplace through new insights into the area of study<br>C3. Critically evaluate impact of own learning on individual and, where relevant, organisational performance<br>C4. Identify research objectives and | **Teaching/learning methods**<br><br>Students learn practical skills through assigned tasks, school based projects and coaching.<br><br>**Assessment**<br>Students' practical skills are assessed by coursework including: a critical analysis of the needs/ problems of current work setting, critique of current theoretical perspectives, an analysis of techniques to be used in the enquiry, a continuing reflective portfolio and the long study/ |

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| systematically plan a research enquiry using and critiquing appropriate research tools.<br><br>C5. Carry out an extended research project to include a comprehensive and critical literature review leading to originality in the application of that knowledge into practice | dissertation to include critical evaluation of the impact of their learning on pupil and school performance. These assignments will demonstrate the student's ability to:<br><br>A comprehensive understanding of techniques applicable to their own research or advanced scholarship;<br>Deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences;<br>Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level;<br>And will have the qualities and transferable skills necessary for employment requiring:<br>    ▪ The exercise of initiative and personal responsibility;<br>    ▪ Decision-making in complex and unpredictable situations; and<br>    ▪ The independent learning ability required for CPD. |

**12. Programme structure (levels, modules, credits and progression requirements)**

**12. 1 Overall structure of the programme**

The programme is studied over three years part-time. Study is undertaken at level 4 throughout the course. The course is divided into 3 x 60 credit modules, one per year of the programme. The programme contains five pathways: MA Education (Special Educational Needs), MA Education ( Specific Learning Difficulties), MA Education (Gifted Education), MA Education ( Social Emotional and Behavioural Difficulties), MA Education ( Bilingual Learners)

**First Year – Post Graduate Certificate stage**

In the first year of the course, students study a 60 credit point module from one of the pathways (see Course Structure Diagram).

**Second Year - Post Graduate Diploma stage**

In the second year of the course, students study a further 60 credit point action research module.

**Third Year - MA stage**

In the third year of the course students undertake a dissertation.

| 12.2 Levels and modules | | |
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| Level 4 | | |
| COMPULSORY | OPTIONAL | PROGRESSION REQUIREMENTS |
| Students must normally take:-<br><br>PDT4091 Action Enquiry Research<br><br>PDT4045 Dissertation<br><br>Exceptionally, students may replace the Action Enquiry Research with an additional option module | Students must choose at least one of the following:-<br>PDT4071 SEN<br>PDT4081 SpLD<br>PDT4011 Gifted Education<br>PDT4031 Bilingual Learners<br>PDT4021 Social, Emotional and Behavioural Difficulties<br><br>Exceptionally, students may choose two of these options. | **Post Graduate Certificate in Inclusive Education**<br>Candidates who wish to opt out of the  second 60 credit module will be awarded the<br><br>**Post Graduate Diploma in Inclusive Education**<br>Students who have successfully completed 120 credits can progress to the Dissertation Module to achieve the award of<br><br>**MA  Inclusive Education**<br>(SEN and Inclusion) or (SpLD) or<br>(Gifted Education) or<br>(Social Emotional and Behavioural Difficulties) or<br>(Bilingual Learners)or<br>(Inclusivity and the Performing Arts) |
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| 12.3 Non-compensatable modules | |
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| *Module level* | *Module code* |
| *4* | *PDT4071, 4081, 4011, 4031, 4021 Developing Inclusive Policy and Practice ( for the PG Certificate)* |
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| *4* | *PDT4091 Action Enquiry   ( for PG diploma)* |
| *4* | *PDT4045 Dissertation ( for the MA)* |

| 13. A curriculum map relating learning outcomes to modules |
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| See Curriculum Map attached. |

### 14. Information about assessment regulations

Standard Middlesex University regulations apply to this programme.
These can be found at:

www.mdx.ac.uk/regulations/

### 15. Placement opportunities, requirements and support (if applicable)

Candidates will need to have access to a school or groups of pupils in order to complete the practical and action enquiry aspects of the programme.

### 16. Future careers (if applicable)

Many students have in the past gained promotion to positions of management responsibility within their chosen field.  The MA would be an essential  for those seeking positions as Inclusion managers, SENCos, Gifted Education co-ordinators etc.  In future there will be greater emphasis on all  teachers having a second degree and evidence of CPD.

### 17. Particular support for learning (if applicable)

**Distance Education materials.**

 **On – line support.**

 **Email teaching.**

| 18. JACS code (or other relevant coding system) | X300 |
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| 19. Relevant QAA subject benchmark group(s) | FHEQ Benchmarks |

### 20. Reference points

Relevant professional standards and benchmark statements
TDA Guidelines and requirements
Middlesex University regulations

### 21. Other information

Midwheb Partnership  is  based at Middlesex University and works with partner organisations such as the London Boroughs of Waltham Forest, Haringey, Enfield, and Barnet ,  schools and other organisations.

The partnership bids for funding under the Training and Development Agency Postgraduate Professional development fund and has 500 places receiving a subsidy. This offsets the cost of fees and pays for the partnership arrangements. In accordance with the PPD fund the partnership meets  other expectations such as

Identification of needs

Providing evidence of impact

Providing the TDA with operational data

The partnership is also involved in other funding projects from time to time as they are announced

Please note programme specifications provide a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve if s/he takes full advantage of the learning opportunities that are provided.  More detailed information about the programme can be found in the student programme handbook and the University Regulations.

**Curriculum map for *MA Inclusive Education***

This section shows the highest level at which programme outcomes are to be achieved by all graduates, and maps programme learning outcomes against the modules in which they are assessed.

**Programme learning outcomes**

| Knowledge and understanding | | Practical skills | |
|---|---|---|---|
| A1 | Demonstrate an in depth understanding of policy , theory, critical issues and current theoretical perspectives in the chosen area(s | C1 | Identify, review  and evaluate own learning needs in order to set and monitor personal learning objectives |
| A2 | Children, Schools and Families guidance and policy  in UK or equivalent International legislation. | C2 | Apply theoretical learning  to improve  practice in the workplace through new insights into the area of study |
| A3 | Professional Standards for own role as detailed in the TDA guidance. | C3 | Critically evaluate impact of own learning on individual and, where relevant, organisational performance |
| A4 | Research design and methodologies for data collection | C4 | Identify research objectives and systematically plan a research enquiry using and critiquing  appropriate research tools |
| A5 | Qualitative research  including action research methodologies in the chosen area of specialism | C5 | Carry out an extended research project to include  a comprehensive and critical literature review leading to originality  in the application of that knowledge into practice |
| Cognitive skills | | Graduate Skills | |
| B1 | Apply theoretical learning to  critical reflections on experience | D1 | |
| B2 | Identify and critique positions and arguments in assigned reading | D2 | |
| B3 | Critically analyse received views | D3 | |
| B4 | Critically evaluate own practice | D4 | |

| Programme outcomes | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| A1 | A2 | A3 | A4 | A5 | A6 | A7 | B1 | B2 | B3 | B4 | B5 | B6 | C1 | C2 | C3 | C4 | C5 | C6 | D1 | D2 | D3 | D4 | D5 | D6 | D7 |
| Highest level achieved by all graduates | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | | | | | | | | |

| Module Title | Module Code by Level | Programme outcomes | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | A1 | A2 | A3 | A4 | A5 | A6 | A7 | B1 | B2 | B3 | B4 | B5 | B6 | C1 | C2 | C3 | C4 | C5 | C6 | D1 | D2 | D3 | D4 | D5 | D6 | D7 |
| Developing Inclusive Policy and Practice  (in one of the following) (PG Certificate Stage) | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PDT4071 SEN | 4 | * | * | * | | | | | * | * | * | * | | | * | * | | | | | | | | | | | |
| PDT4081 SpLD | 4 | * | * | * | | | | | * | * | * | * | | | * | * | | | | | | | | | | | |
| PDT4011 Gifted Ed | 4 | * | * | * | | | | | * | * | * | * | | | * | * | | | | | | | | | | | |
| PDT4031 Bilingual Learners | 4 | * | * | * | | | | | * | * | * | * | | | * | * | | | | | | | | | | | |
| PDT4021 Social, Emotional and behavioural Difficulties | 4 | * | * | * | | | | | * | * | * | * | | | * | * | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PDT4091 Action Enquiry  (PG Diploma Stage) | 4 | * | * | * | * | * | | | * | * | * | * | | | * | * | * | * | * | | | | | | | | |
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| PDT4045 Dissertation  ( MA Stage) | 4 | * | * | * | * | * | | | * | * | * | * | | | | * | * | * | * | | | | | | | | |
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