

Programme Specification for

MA Leading Inclusive Education



1. Programme title	MA Leading Inclusive Education
2. Awarding institution	Middlesex University
3. Teaching institution	Real Training
4. Details of accreditation by professional/statutory/regulatory body	
5. Final qualification	MA
6. Year of validation Year of amendment	
7. Language of study	English
8. Mode of study	Distance Learning

9. Criteria for admission to the programme

The MA in Inclusive Education is for Teachers and other Education professionals who wish to learn more about inclusive leadership in a modern context. This may be people wishing to become Heads of Year or Inclusion officers in their setting and also those who are already Heads of Year or Heads of Department. It will also be aimed at professionals in inclusive settings who wish to up•skill themselves in defined areas of inclusion.

Prospective students should possess an undergraduate degree or equivalent. Applicants can work in any phase of education (early years, primary, secondary, FE/HE) and in any institution recognised as an educational establishment. They could be members of staff at various levels of leadership or aspiring leaders.

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. See

<http://www.mdx.ac.uk/intcampus/noidacentre/entry/index.aspx>

The programme may be open to individuals who do not have an undergraduate degree or QTS. Admission will be at the discretion of the programme leader.

Accreditation of Prior Learning (APL)

In order to appropriately recognise prior accredited learning and to encourage enrollment on the programme the following process is planned.

The National Award for SEN Coordination closely matches the learning outcomes of the Leadership of Inclusive Practice 60 credit module. All those who have completed the National Award for SEN Coordination will be given APL for the 60 credit Leadership of Inclusive Practice module.

The NPCML, NPQSL and NPQH are nationally recognised National College of Teaching and Leadership qualifications. However, they do not necessarily confer Level 7 credits. Where the candidate holds a NCLT award with Level 7 credits from a University the candidate will be eligible for credit transfer. These NCTL qualifications closely match the Leadership of Inclusive Practice module and 30 (or rarely 60) credits will be recognised as APL for the Leadership of Inclusive Practice transferred. Where no credits were awarded, but the student has obtained the relevant NCTL qualification, it is proposed that the candidate may join the programme as if they have 30 credits and they would then need to complete the 30 credit Leadership of Inclusive Practice Module.

This APL process helps explain the rationale for the programme structure including both a 60 credit and 30 credit version of the Leading Inclusive Practice module. The 30 credit version includes all the most challenging Level 7 aspects of the 60 credit module. Content of the 30 credit module is similar to the 60 credit version but the learning hours required to complete it is 300 (rather than 600) because only the most challenging compulsory activities and assessment tasks are included.

Any other applications for APL will follow the usual Middlesex University procedure of matching prior learning and learning outcomes to the relevant module.

Accreditation of Prior Experiential Learning (APEL)

In order to appropriately recognise prior experiential learning the Middlesex Approach to Accreditation of Prior Experiential Learning will be adopted. This approach was developed by the Institute of Work Based Learning and candidates will complete a portfolio outlining what they have learned from their experience and match this to the relevant module learning outcomes. This portfolio is then assessed for the relevant fee. This approach will help the programme team welcome onto the programme education professionals with relevant and extended leadership experience.

For more information contact Ron Sergejev at R.Sergejev@mdx.ac.uk

10. Aims of the programme

The programme aims to enable ...

Students to choose from a menu of inclusive options relevant to their work in schools and educational settings and situations.

Students to build a portfolio of modules that suit the direction of their own career or interests.

Students who may wish further improve their knowledge and skills to choose to study the modules outside of an award, particularly for professionals who do not wish to complete a Masters programme.

Students to plan their own study pathway to meet their personal, professional, academic and service needs and interests.

Teachers to follow a pathway with an advanced practice focus which reflects the current trend in schools and education organisations where highly skilled staff are required to work at an advanced level in order to meet complex needs.

Students to gain the knowledge and skills to lead an area of inclusive practice in their work settings.

11. Programme outcomes

A. Knowledge and understanding

On completion of this programme the successful student will have knowledge and understanding of :

A1 At least one specialist area of inclusive practice.

A2 The way in which research informs understanding of models of educational practice.

A3 The literature and policy related to aspects of inclusion.

A4 Application of research methods as a practitioner researcher working in an education context

Teaching/learning

methods Students gain knowledge and understanding through:

1. Engagement with the programme materials.
2. Tutor directed reading.
3. Individually directed reading in a specialist area.
4. Problem based and enquiry based learning scenarios.
5. Engagement in online discussion forums.

Assessment methods

Students' knowledge and understanding is assessed by coursework and critical analysis assignments, which are detailed in module narratives.

Assessment methods will vary according to module content and focus but can include:

Written assignments.

6. Reflective journals.
7. Critical literature reviews.
8. Engagement in problem based learning scenarios.
9. Critique of local policy and practice.

	<p><i>Action research that includes rigorous design/procedure/ justification.</i></p>
<p>B. Cognitive (thinking) skills</p> <p>On completion of this programme the successful student will be able to:</p> <p>B1 Apply knowledge and understanding to professional practice in their specific area of study.</p> <p>B2 Synthesise and critique relevant literature and research evidence in order to develop lines of argument in relation to aspects of inclusive policy and practice.</p> <p>B3 Critically evaluate and reflect on their own practice and/or research.</p> <p>B4 Undertake a systematic enquiry related to an aspect of inclusion that demonstrates use of appropriate research design and methods in a soundly argued epistemological framework.</p>	<p>Students learn cognitive skills through:</p> <ol style="list-style-type: none"> 1. Engagement with the programme materials 2. Tutor•directed reading 3. Individually directed reading in a specialist area 4. Problem based and enquiry•based learning scenarios 5. Engagement in online discussion forums <p>Assessment methods</p> <p>Students' cognitive skills are assessed by coursework and critical analysis or reflective analysis assignments, which are detailed in module narratives. Assessment methods will vary according to module content and focus but may include:</p> <ol style="list-style-type: none"> 6. Written assignments. 7. Reflective journals. 8. Critical literature reviews. 9. Engagement in problem•based learning scenarios. 10. Critique of local policy and practice. 11. Action research that includes rigorous design/procedure/ justification. 12. Portfolio of evidence which might include multimedia productions.
<p>C. Practical skills</p> <p>On completion of the programme the successful student will be able to:</p> <p>C1 Engage in reflective practice in order to enhance pedagogy.</p> <p>C2 Apply theoretical knowledge to improve professional practice.</p> <p>C3 Evaluate the impact of research evidence/evidence bases</p>	<p>Teaching/learning methods</p> <p>Students learn practical skills through</p> <ol style="list-style-type: none"> 1. Engagement with the programme materials. 2. Tutor•directed reading. 3. Individually directed reading in a specialist area. 4. Problem•based and enquiry•based learning. 5. Engagement in online discussion forums.

<p>on inclusive practice.</p> <p><i>C4 Design, implement and evaluate practitioner research into an aspect of inclusive practice.</i></p>	<p>Assessment methods</p> <p>Students' practical skills are assessed by coursework and practice analysis assignments, which are detailed in module narratives. Assessment methods will vary according to module content and focus but</p> <p>May include-</p> <p>Written assignments</p> <p>Reflective journals</p> <p>Critical literature reviews</p> <p>Critique of local policy and practice</p> <p>Portfolios of evidence which might include multimedia productions</p>
<p>D. Graduate skills</p> <p>On completion of this programme the successful student will be able to:</p>	<p>Teaching/learning methods</p> <p>Assessment methods</p>

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

12. 1 Overall structure of the programme

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<p>3 years to completion</p>	<p><u>Year 1</u></p> <p>1 x 60 credit compulsory module (PDT4301 Leadership of Inclusive Practice) or</p> <p>1 x 30 credit compulsory module (PDT4302 Leadership of Inclusive Practice) plus 30 credits pre-accredited.</p> <p><i>Exit award with 60 credits: PGCert</i></p>	<p>Year 2</p> <p>2 x 30 credit modules selected from:</p> <ul style="list-style-type: none"> ● PDT4303 Gender and sexuality ● PDT4304 Communities and Culture ● PDT4305 Social, Emotional and Mental Health ● PDT4306 Learning Differences ● PDT4307 Migration and language acquisition ● PDT4308 Learning Conversations, Mentoring and Coaching <p>PLUS 60 credits from Year 1</p> <p><i>Exit award with 90 credits: PGDip</i></p>	<p><u>Year 3</u></p> <p>1 x 60 credit compulsory module (PDT4309 Enquiry-based Inclusive Practice)</p> <p>PLUS 120 credits from Years 1 and 2</p> <p><i>Exit award with 180 credits: MEd</i></p>	
<p>2 years to completion</p>	<p><u>Year 1</u></p> <p>Route 1:</p> <p>1 x 60 credit compulsory module (PDT4301 Leadership of Inclusive Practice)</p> <p>PLUS</p> <p>1 x 30 credit module selected from:</p> <ol style="list-style-type: none"> 1. PDT4303 Gender and sexuality 2. PDT4304 Communities and Culture 	<p><u>Year 2</u> 1 x 30 credit module selected from:</p> <ol style="list-style-type: none"> C. PDT4303 Gender and sexuality D. PDT4304 Communities and Culture E. PDT4305 Social, Emotional and Mental Health F. PDT4306 Learning Differences G. PDT4307 Migration and language acquisition 		

	<ol style="list-style-type: none"> 1. PDT4305 Social, Emotional and Mental Health 2. PDT4306 Learning Differences 3. PDT4307 Migration and language acquisition 4. PDT4308 Learning Conversations, Mentoring and Coaching <p>OR</p> <p>Route 2:</p> <p>1 x 30 credit compulsory module (PDT4302 Leadership of Inclusive Practice)</p> <p>PLUS</p> <p>30 credits pre-accredited.</p> <p>PLUS</p> <p>1 x 30 credit module selected from:</p> <ul style="list-style-type: none"> • PDT4303 Gender and sexuality • PDT4304 Communities and Culture • PDT4305 Social, Emotional and Mental Health • PDT4306 Learning Differences • PDT4307 Migration and language acquisition • PDT4308 Learning Conversations, Mentoring and Coaching <p><i>Students may choose to take an exit award of PGCert using 60 of the 90 credits obtained in Year 1</i></p>	<ul style="list-style-type: none"> • PDT4308 Learning Conversations, Mentoring and Coaching <p>PLUS</p> <p>1 x 60 credit compulsory module (PDT4309 Enquiry-based Inclusive Practice)</p> <p>PLUS 90 credits from Year 1</p> <p><i>Exit award with 180 credits: MA Inclusive Practice</i></p>		
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12.2 Levels and modules

Level 4 (1)

COMPULSORY

OPTIONAL

PROGRESSION
REQUIREMENTS

Students must take all of the following:		
Level 5 (2)		
COMPULSORY	OPTIONAL	PROGRESSION REQUIREMENTS
Students must take all of the following:		
Level 6 (3)		
COMPULSORY	OPTIONAL	PROGRESSION REQUIREMENTS
Students must take all of the following:		

12.3 Non-compensatable modules (note statement in 12.2 regarding FHEQ levels)	
Module level	Module code

13. Curriculum map

See attached.

14. Information about assessment regulations**15. Placement opportunities, requirements and support (if applicable)****16. Future careers (if applicable)**

Completion of the MA Leading Inclusive Education is likely to enhance students' suitability for working in a leadership/managerial/subject specialist role in a range of educational contexts and thus could contribute to career progression. Completion of the Masters level qualification gives eligibility for pursuing further studies at doctoral level.

17. Particular support for learning (if applicable)**18. JACS code (or other relevant coding system)****19. Relevant QAA subject benchmark group(s)****20. Reference points**

Middlesex University regulations.

These can be found at: www.mdx.ac.uk/regulations/

21. Other information

This programme is designed in partnership by Real Training and Middlesex University and is validated by Middlesex University.

Appendix 2: Curriculum Map

	PDT4301/2 (plus prior accreditation totalling 60 credits)	2 x 30 credit modules PDT4303•8	PDT4309 Enquiry•based Inclusive Practice (60 credits)
A1		X	
A2	X		X
A3	X	X	X
A4	X		X
B1		X	X
B2	X		X
B3	X	X	X
B4	X		X

C1	X		X
C2	X		X
C3			X
C4	X		X

