

PROGRAMME SPECIFICATION

MA Special and Inclusive Education (with PG Cert and PG Dip)

1 Awarding institution/body: University of Worcester
2 Teaching institution: University of Worcester
3 Programme accredited by: University of Worcester
4 Final award: MA, PG Cert and PG Dip
5 Programme title: MA Special and Inclusive Education
6 Pathways available: Not applicable
7 Mode and/or site of delivery: University of Worcester, schools and other workplaces. Standard taught programme.
8 Mode of attendance: Part time and full time. Evening attendance.
9 UCAS Code: Not applicable
10 Subject Benchmark statement: Not applicable
11 Date of Programme Specification preparation/revision: Amended June 2011

12 Educational aims of the programme

The awards are part of the Postgraduate Education Programme (PEP) which is designed for those who have responsibility for teaching and learning within a professional context. It is suitable not only for teachers and educationalists but for other professionals involved in training, facilitating or mentoring roles.

The programme aims to develop rigorous professional practice in ways which will have impact on the workplace and on the achievement of all learners in that context. It has been designed to provide opportunities for course participants to pursue reflective and systematic enquiry which will enable them to extend their capacity for critical analysis, reflection and autonomous action, underpinned by a high level of professional knowledge, skills and understanding.

The overall aims of the programme are to promote:

- High levels of professional practice within special and inclusive education contexts.
- Recognition and enhancement of learners' own professional values.
- Enhanced critical and reflective attitudes towards special and inclusive educational practice.
- Research based approaches that support personal and organisational enrichment.
- Critical analysis of the relationship of practice and theory relevant to special and inclusive education.

13 Intended learning outcomes and learning, teaching and assessment methods

On completion of the award the student will be able to:

- i. identify planned or actual improvements in the workplace or professional practice;
- ii. pursue further professional development and organisational improvement;
- iii. create and utilise professional support special and inclusive education networks;

- iv. apply principles and frameworks relevant to inclusive education to their own professional practice;
- v. develop flexible, collaborative and inclusive ways of working with others in special and inclusive settings;
- vi. demonstrate an ability to undertake reflective and systematic enquiry in special and inclusive settings;
- vii. confront their own values, beliefs and actions;
- viii. critically reflect on policy and key issues in special and inclusive education.

Learning outcomes are achieved through application and interpretation of cyclical processes of experience, reflection, analysis, and the identification of the relevance of principles to one's own context. In order to develop and sustain a critical form of educational practice, each of the modules employs learning processes through which course participants are encouraged to critically analyse principles and procedures as active practitioner researchers.

Assessment in the Special and Inclusive Education modules is based on 100% coursework. This approach is in keeping with the models of the 'professional as learner' and the 'professional as researcher' which inform the programme, the emphasis being upon the ability of such professionals to provide impetus for organizational evaluation, change and improvement in the workplace. To this end the coursework embraces a variety of approaches to assessment, including the critiquing of literature, the analysis of aspects of the curriculum/professional practice of the workplace, designing development plans, small-scale action research projects, reflective portfolios and case studies.

14 Assessment Strategy

Although the PEP structure is incremental, moving from a Postgraduate Certificate through a Postgraduate Diploma to a Master's degree, all of the assessment criteria are at level 7. In order to ensure consistency in the high standards associated with level 7 work the generic set of criteria is based on the dimensions of the professional models which underpin the Programme. In addition the educational aims of the Programme are supported by this strategy inasmuch as it enables the students to act as autonomous learners, adopting a research-based approach to personal and organisational development in order to enhance professional practice within a clear framework of the participants' own professional values.

While all of the assessment criteria in the Programme are at level 7, progression in assessment is ensured by the way in which course participants move from an emphasis upon subject study within the Certificate phase, through a transitional phase involving the development of a research project and more reflective skills in research methodology, into the dissertation phase. This final phase sees participants as independent researchers exercising autonomous professional judgment in a chosen field, with clear outcomes in terms of personal and/or organizational development.

The generic course assessment criteria (PEP) are applied to all assessments. Additional information is provided in each module outline, demonstrating application of these generic criteria within the specific module.

The key features of the Postgraduate Education Programme assessment strategy are that it:

- i enables course participants to direct their own learning efficiently and effectively towards a given purpose;
- ii is aware that course participants have unique goals and interests and recognises that these have implications for the teaching and learning process;

- iii acknowledges that learning occurs in a particular social, cultural and political context and that this affects what is learned and the ways in which it is learned;
- iv has a commitment to facilitate course participant learning through an individual course participant-centred approach as well as a group-centred approach with a strong commitment to group learning, group processes, and dissemination;
- v includes specific learning outcomes as well as a generic set of criteria for all modules;
- vi will be systematically monitored and reviewed in relation to its principles and procedures and its effectiveness as a formative and summative function.

15 Programme structures and requirements – see award map appended

16 QAA Academic Infrastructure

As propounded by the Framework for Higher Education Qualifications (FHEQ), both the module specific and the generic learning outcomes of the PEP draw on the principles of 'originality in the application of knowledge' and an understanding of 'how the boundaries of knowledge are advanced through research.' This is assured via the centrality of the practitioner researcher to the Programme. Concomitant with this the 'Sound judgement, personal responsibility and initiative in complex and unpredictable professional environments' demanded by FHEQ is supported by the Programme's emphasis upon experiential learning and transpersonal reflection.

Further to the above and in accordance with the FHEQ (QAA 2008), at post graduate level students will have begun to acquire:

- i. A systematic understanding of knowledge and a critical awareness of current problems and/or new insights.
- ii. A comprehensive understanding of techniques applicable to their own research or advanced scholarship.
- iii. 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.
- iv. A conceptual understanding that enables the student to evaluate critically current research and to critically evaluate methodologies.

17 Support for students

Because of the wide range of approaches to the delivery of the programme induction tends to be within specific modules although an induction specific to PEP is offered to all students as well as the induction for all postgraduate students organised centrally by the university. In addition Information Learning Services (Library, Media, Print and ICT) provides induction sessions both independent of, and in conjunction with, specific modules delivered by the programme.

All students receive individual tutor guidance when engaging in independent study work and during the researching and writing up of the dissertation or its equivalent. Tutorial support is also provided as part of the delivery of all taught modules in the programme.

Due to the centrality of professional learning and reflection in the learning, teaching and assessment methods of the PEP, the Professional Development Profile is seen as integral to the work of all students on the programme.

Electronic versions of the PEP student handbook, the dissertation handbook and the University of Worcester student guide are all updated annually.

At the beginning of all modules students receive a module study guide identifying specific

learning outcomes, assessment items and other relevant information pertaining to the module.

Blackboard provides students with electronic means of accessing course information, communicating with teaching staff as well as digitised resources where appropriate.

Study skills support is available on request to all students at UW, including those engaged in postgraduate studies.

Socrates Erasmus funding and Comenius projects provide opportunities for study in Europe. These opportunities are only available to practising teachers.

18 Admissions policy, criteria and procedures

The PEP is open to graduates or the equivalent who are qualified teachers, or others who carry a professional responsibility for teaching and learning. The University will seek evidence of personal professional experiences that provide an indication of ability to meet the demands of the Programme.

Normally applicants should be in-post. However, applications will be considered from those who are planning to resume their career. Such applicants will be supported in the undertaking of all necessary workplace based/focused tasks and assignments.

In keeping with University policy on widening participation and diversity the Programme encourages and welcomes the contribution of older learners and people from the widest range of social, economic and cultural backgrounds.

The admission of course members to the Programme will be governed by the normal entry requirements for an award at M level. Course members should normally:-

- a) be the holder of a bachelor's degree or equivalent;
- b) hold an appropriate professional qualification (e.g. QTS/QTLS) or have experience which demonstrates they possess appropriate knowledge and skills.

The normal arrangements for APL apply. Advanced standing is available for those in possession of qualifications granted in the last five years.

Please contact the Registry Admissions Office for further information or guidance 01905 855111

19 Methods for evaluating and improving the quality and standards of teaching and learning

- The annual evaluation report reviews the quality of the Programme in which the awards sit and provides action points emerging from the analysis of data provided by students, staff and external examiners.
- External examiner reports feed into the annual evaluation report and serve as indicators for areas where staff development will be of benefit to the Programme.
- Each module provides opportunities for student evaluation.
- The PEP committee for staff and students considers feedback from all participants. It also serves as a forum for identifying important issues which are likely to impact upon the Programme.
- Appraisals of staff and peer assessment of teaching provide important means of updating and monitoring developments in teaching and learning.
- PEP staff are all involved in either research or scholarly activity which impacts upon

teaching and learning issues in the Programme and ensures that teaching and learning issues at level 7 are addressed in an appropriately challenging and innovative manner.

- A PG Cert for new staff, Learning and Teaching in Higher Education, accredited by the HEA and SEDA, provides a forum for individual and collaborative reflection on approaches to teaching and learning.

20 Regulation of assessment

Requirements to pass modules

- Modules are assessed using a variety of assessment activities which are detailed in the module specifications.
- The minimum pass mark is 50% for each module.
- Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

Submission of assessment items

- Students who submit course work late but within 5 days of the due date will have work marked, but the grade will be capped at 50% unless an application for mitigating circumstances is accepted.
- Students who submit work later than 5 days but within 14 days of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- Students who fail to submit an item of assessment lose their right to reassessment in that module, and will be required to retake the module, which will incur payment of the module fee.
- For full details of submission regulations see PRF.

Retrieval of failure

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade, unless the failure was due to non-attendance or non-submission.
- Reassessment takes place during the following semester or during the summer reassessment period at the end of the academic year.
- If following reassessment the module has been passed, the module grade will be capped at 50%.
- If a student is unsuccessful in the reassessment, they will have one further and final reassessment opportunity.
- A student who fails 40 credits or more after exhausting all reassessment opportunities may be required to withdraw from the University.

Requirements for Awards

Award	Requirement
PG Cert	Passed a minimum of 60 credits at level 7
PG Dip	Passed a minimum of 120 credits at level 7
Masters	Passed a minimum of 180 credits at level 7 including

(MA/MSc/MBA/MTL) | a minimum of 40 credits from the Dissertation

The awards of PG Cert, PG Dip or Masters may be made with Merit or Distinction.

Assessment in the PEP is based on 100% coursework. The minimum pass mark is 50% for each module.

The following awards will be available to students who meet the specified requirements: (Please also see the appended award map)

Award	Requirement
Postgraduate Certificate (PG Cert)	60 credits at Level 7
Postgraduate Diploma (PG Dip)	120 credits at Level 7
Masters	180 credits at Level 7 including a dissertation

The awards of PG Cert, PG Dip or Masters may be made with Pass, Merit or Distinction.

Examination Boards review and confirm results for modules, and consider candidates' mark profiles to make decisions about progression, awards and degree classifications as appropriate.

The University requires Departments and/or course teams to have a formally stated policy for internal and external verification and moderation of marking which meets the requirements of the institutional Assessment Policy. (www2.worc.ac.uk/registry/pdf/AssessmentPolicy.pdf)

21 Indicators of quality and standards

Over the last three years the external examiners for the PG Cert, PG Dip and MA in Special and Inclusive Education have confirmed that the marking of student work was comparable to standards elsewhere at this level and that the standards set for the awards are appropriate for qualifications at Master's level. One of the external examiners stressed that, 'the aims and outcomes (of PEP) are relevant to the requirements of TDA Postgraduate Professional Development and the needs of teachers.' The external examiners agreed that the standard achieved by students is appropriate to the level of the award to which the programme leads and that they are commensurate with those achieved by peers on comparable courses.

In November 2005, the institution was audited by the Quality Assurance Agency. The audit confirmed confidence in the University's management of the quality of its academic programmes and the standards of its awards. The QAA particularly commended the University's supportive ethos and range of departmental and central services provided to students and staff in support of its mission to deliver an excellent inclusive higher education.

22 Career Opportunities and Links with Employers

The educational aims of the Programme centre on the enhancement of professional practice and provide students, where appropriate, opportunities for career moves within and beyond their organizations.

The head of Continuing Professional Development (CPD) chairs a steering group consisting of teachers, LA representatives and others involved in CPD six times a year. This provides important links with the professional community and ensures that the PEP is involved in the promotion and development of significant initiatives.

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 s/he 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 study guide and course handbook. The accuracy of the information contained in this document is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

AWARD MAP FOR A POSTGRADUATE AWARDS
MA Special and Inclusive Education
Postgraduate Certificate in Special and Inclusive Education
Diploma in Special and Inclusive Education

Year: 2010	Last Updated: December 2010	(Subject to Approval)
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Module Code	Module Title	Credits (Level 7)	Status Mandatory (M) or Optional (O)	Prerequisites (Module Code required)
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Specialist Modules for Special and Inclusive Education:				
MEDD4040	Special and Inclusive Education: Towards Inclusion	20	O	
MEDD4041	Towards Inclusion: Partnership and Reflection	20	O	
MEDD4042	Autistic Spectrum Disorder: Towards Inclusive Practice	20	O	
MEDD4043	Autistic Spectrum Disorder: Towards Reflective Practice	20	O	
MEDD4047	Inclusion and Challenging Behaviour	20	O	
MEDD4049	Managing the Role of the SENCO: Pupil Learning	20	O	
MEDD4050	Managing the Role of the SENCO: Partnership With Students/Pupils, Parents and Other Professionals	20	O	
MEDD4051	Managing the role fo the SENCO: Leadership, Change and Impact	20	O	

Optional Modules for Special and Inclusive Education:				
MEDD4003	Evaluating the Impact of Professional Learning	20	O	
MEDD4004	Professional Enquiry into an Educational Setting	20	O	
MEDD4005	School Improvement	20	O	
MEDD4007	Negotiated Learning - Education (Single)	20	O	
MEDD4008	Negotiated Learning - Education (Double)	40	O	
MEDD4009	Negotiated Learning - Education (Triple)	60	O	
MEDD4010	Comparative Policy and Practice in Early Childhood Education	20	O	
MEDD4013	Reflecting on Current Issues in	20	O	

	Education			
MEDD4014	Reflecting on Professional Practice	20	O	
MEDD4015	Personal and Professional Development	20	O	
MEDD4020	Finance and Resource Management	20	O	
MEDD4021	Leadership for Quality and Sustainability	20	O	
MEDD4022	Organisational Improvement Through Action Research	20	O	
MEDD4023	Policy and the Management of Change	20	O	
MEDD4024	Performance Management	20	O	
MEDD4025	Information and Knowledge Management	20	O	
MEDD4064	Mentoring and Coaching	20	O	
MEDD4089	Teaching Primary Modern Foreign Languages	20	O	
MEDD4140	Developing Learning and Teaching Strategies	20	O	
MEDD4151	Developing Mentoring Skills	20	O	
MEDD4155	Understanding Mentoring in Early Childhood	20	O	
MEDD4156	Mentoring Skills and Quality Enhancement in Early Childhood	20	O	
SOCG4008	'Race', Ethnicity and Education	20	O	
SOCG4017	Education and the 'Sociological Imagination'	20	O	

These are the recommended optional modules but any other PEP modules may also be chosen if the specified modules are unavailable or inappropriate.

Mandatory Modules for MA:				
MEDD4001	Approaches To Educational Research: Research Methods for Professional Enquiry in Education	20	M for MA O for PG Dip	
MEDD4000	Dissertation	80	M for MA if 4000A not taken	MEDD4001
MEDD4000A	Dissertation	60	M for MA if 4000 not taken	MEDD4001

MEDD4000 and 4000A are excluded combinations
MEDD4007, 4008 and 4009 are excluded combinations

PG Certificate in Special and Inclusive Education - Requirements

Students undertaking the Postgraduate Certificate must successfully complete modules from the specialist modules listed, amounting to 60 credits in total. MEDD4007 (Negotiated Learning - Education) may be regarded as a specialist module providing the assessment of the module is focused on Special and Inclusive Education issues.

20	20	20
S&IE SPECIALIST MODULE	S&IE SPECIALIST MODULE	S&IE SPECIALIST MODULE

PG Diploma in Special and Inclusive Education - Requirements

Students undertaking the Postgraduate Diploma must successfully complete modules from the specialist and optional modules, amounting to 120 credits in total. At least 80 credits should be selected from the specialist modules listed. Up to 40 credits can be drawn from optional S&IE modules or relevant modules in the PEP. MEDD4007 (Negotiated Learning - Education) may be regarded as a specialist module providing the assessment of the module is focused on Special and Inclusive Education issues. Assessment undertaken for optional modules should also focus on aspects of Special and Inclusive Education.

20	20	20	20	20	20
S&IE SPECIALIST MODULE	S&IE SPECIALIST MODULE	S&IE SPECIALIST MODULE	S&IE SPECIALIST MODULE	<i>S&IE/PEP OPTIONAL MODULE</i>	<i>S&IE/PEP OPTIONAL MODULE</i>

MA in Special and Inclusive Education - Requirements

Students undertaking the full MA award must successfully complete MEDD4001 and either MEDD4000 or 4000A, together with an appropriate selection of modules from those listed, amounting to 80 or 100 credits (depending on which of 4000 or 4000A is taken). At least 60 credits may be selected from the specialist modules and the dissertation theme must be in the domain of Special and Inclusive Education. A total of 180 credits must be successfully completed. There are two recommended routes for MA students:

- i. Students complete MEDD4015 (or other specialist module), MEDD4001, plus modules from those listed amounting to 80 credits, to include at least 60 credits from the specialist modules, plus MEDD4000A, amounting to 180 credits in total. Up to 20 credits can be drawn from other modules in the PEP. This route is recommended for full-time/international students.

20	20	20	20	20	20	60
MEDD4001 MANDATORY MODULE	MEDD4015 PATHWAY MODULE	S&IE SPECIALIST MODULES			<i>S&IE/PEP OPTIONAL MODULE</i>	MEDD4000A DISSERTATION

- ii. Students complete MEDD4001, plus specialist and optional modules from those listed, amounting to 80 credits, to include at least 60 credits from the specialist modules, plus MEDD4000, amounting to 180 credits in total. MEDD4007 (Negotiated Learning - Education) may be regarded as a specialist module providing the assessment of the module is focused on Special and Inclusive Education issues.

20	20	20	20	20	80
MEDD4001 MANDATORY MODULE	S&IE SPECIALIST MODULE	S&IE SPECIALIST MODULE	S&IE SPECIALIST MODULE	<i>S&IE/PEP OPTIONAL MODULE</i>	MEDD4000 DISSERTATION