MA Inclusive Education

Awarding institution	Bath Spa University
Teaching institution	Bath Spa University
School	School of Education
Main campus	Newton Park
Other sites of delivery	N/A
Other Schools involved in delivery	N/A

Name of award(s)	Inclusive Education
Qualification (final award)	MA
Intermediate awards available	PgCert Inclusive Education (60 credits) PgDip Inclusive Education (120 credits)
Routes available	Full time Part time Students can APL 60 credits from Postgraduate Certificate in SEN coordination (or other suitable programme)
Duration of award	1 year full time 2 years part time
Sandwich period	No
Modes of delivery offered	Campus-based
Regulatory Scheme [1]	Taught Postgraduate Framework

Professional, Statutory and Regulatory Body accreditation	N/A
Date of most recent PSRB approval (month and year)	N/A
Renewal of PSRB approval due (month and year)	N/A
UCAS Code	N/A
Route code (SITS)	INCEDMA
Relevant QAA Subject Benchmark Statements (including date of publication)	Masters Characteristics Statement (2015)
Date of most recent approval	August 2018
Date specification last updated	January 2021

[1] This should also be read in conjunction with the University's Qualifications Framework

Programme Overview

The MA in Inclusive Education focuses upon the issues within education which concern the inclusion of learners and its implications. These include philosophical, ethical and legal aspects which impact on the conduct of education in different settings. The concept of inclusion is challenging and wide ranging: modules in this programme problematize the idea of inclusion by providing opportunities for students to engage critically with the policy and practice of inclusive education. The MA is designed for those who are working in education as teachers or programme leaders as well as those who wish to learn more about this field and how it influences the way students (children, young people and adults) experience education in various national and international contexts.

Modules are taught through teaching sessions, typically lectures, workshops and whole day teaching sessions. Tutorial support is offered, particularly for writing at Masters Level.

Assessment of the modules is through coursework. The nature of the assignments varies to enable the students to develop a range of critical skills, independent thinking and academic rigour.

Students may be able to obtain Accreditation of Prior Learning (APL) of up to 60 credits. This is available where credits have been awarded up to a maximum of six years prior to registration on the MA programme. Students who have completed the Postgraduate Certificate in SEN Coordination (NA SENCo) can APL 60 credits towards the MA Inclusive Education.

Programme Aims

1. To develop confident, well informed, resourceful practitioners/policy makers/ leaders/teachers who are able to work creatively with the latest ideas about Inclusion with their own students and colleagues in a variety of contexts.
2. To enable participants to develop, plan and conduct an in-depth study of a topic which has professional relevance and contributes to their growth as experts in the field of inclusive education.

3. To foster international and intercultural dimensions of debate and discussion related to social justice, human rights and inclusive education.
4. To encourage the development of reflection as a valuable skill to support continuing professional development.
5. To extend students' expertise in the field of inclusion and broaden their career aspirations with relevance to their chosen field.
6. To deepen participants' knowledge in the area of inclusive education by enhancing critical judgement related to policy and practice.

Programme Intended Learning Outcomes (ILOs)

(NB These ILOs are at level 7 of the FHEQ)

A Subject-Specific Skills and Knowledge

You will demonstrate:

A1   A critical awareness of professional understanding within the field of inclusive education, and the capacity to identify its significance and relevance in educational settings within national and global contexts

A2   Critical reflection and evaluation of your own practice and that of others, as well as the ability to provide an evidence base in support of claims made for evolving competencies

A3   An in-depth understanding of current issues and developments informed by scholarship and research, and apply this to professional situations

A4   Knowledge and understanding of theoretical underpinnings associated with inclusive education as presented in published research and policy literature.

B Cognitive and Intellectual Skills

You will demonstrate:

B1   The ability to articulate a clearly structured and cohesive original argument

B2   The ability to design and manage a research project which is ethically compliant, academically rigorous and professionally relevant

B3   Synthesis of ideas and information in an innovative format and apply them to new cases or research questions

B4   Development of personal effectiveness, self-awareness and self-management

C Skills for Life and Work

You will demonstrate:

C1 The skills to be an autonomous learner (including time management) that demonstrates the exercise of initiative, personal responsibility and decision- making in complex and unpredictable situations and the independent learning ability required for continuing professional development

C2 Team working skills necessary to succeed in the global workplace, with an ability both to work in and lead teams effectively, as well as the ability to act autonomously in planning and implementing tasks at a professional or equivalent level

C3 Communication skills that show the ability to communicate clearly to specialist and non-specialist audiences. This will be informed by knowledge at the forefront of the academic discipline, field of study or area of professional practice. You will be able to draw conclusions drawn from dealing with complex issues systematically

C4   IT skills and digital literacy that demonstrate the ability to develop new skills to   a high level and to approach complex issues systematically andcreatively

Intermediate awards:

PgCert Intended Learning Outcomes

A1, A4, B1, B5, C1, C4

PgDip Intended Learning Outcomes

A1, A2, A4, B1, B4, C1, C3, C4

Programme Content

This programme comprises the following modules

Key:

Core = C (everyone on programme has to do it) Required = R (for a pathway within the programme) Required* = R* (either EDU7101-30 or EDU7102-15 & EDU7103-15) Not available for this status = N/A

If a particular status is greyed out, it is not offered for this programme Subject offered as single and/or joint programme

MA: Inclusive Education*				Status	
Level	Code	Title	Credits	Single	Joint
7	EDU7128-30	Contemporary Issues in Inclusive Education	30	O	
7	EDU7123-30	Identifying and Supporting Learners with SpLD/Dyslexia 1	30	O	
7	EDU7125-15	Social and Educational Inclusion in Schools and their Communities	15	N/A**	
7	EDU7121-30	SEN & Inclusion: Autism Spectrum	30	O	
7	EDU7113-30	Independent Study	30	O	
7	EDU7101-30	Research Methods in Social Science	30	R*	
7	EDU7102-15	Research and the Professional Part 1	15	R*	
7	EDU7103-15	Research and the Professional Part 2	15	R*	
7	EDU7104-60	Dissertation	60	C	

**EDU7125-15 is part of an Erasmus programme and is not available to full or part time MA Inclusive Ed students

Assessment methods

A range of summative assessment tasks will be used to test the Intended Learning Outcomes in each module. These are indicated in the attached assessment map which shows which tasks are used in which modules.

Students will be supported in their development towards summative assessment by appropriate formative exercises.

<u>Please note</u>: Students choosing an optional module from outside this programme may be required to undertake a summative assessment task that does not appear in the assessment map here in order to pass that module.

Work experience and placement opportunities

The majority of students on the award will be working in educational contexts. Such experiences will be drawn upon to develop critical reflection.

Additional Costs Table

Module Code & Title	Type of Cost	Cost

A DBS certificate will be required for modules with school placements, approximate cost to student £30-£40.

Students will also need to pay travel costs to attend placements.

Graduate Attributes

	Bath Spa Graduates…	In Inclusive Education, this means…
1	Will be employable: equipped with the skills necessary to flourish in the global workplace, able to work in and lead teams	Many of our students seek new career paths to educational management, training or in related fields, within and outside the UK. Many of our students are already established as leaders within education and will draw upon and extend this practice within the award. Students will be able to handle demanding situations by exhibiting the skills of a responsible, well-informed, resourceful professional who can work intelligently and sensitively in the field of inclusive education.
2	Will be able to understand and manage complexity, diversity and change	Students will become responsive to the changing landscape of teaching and learning and to changes in policy and will be able to adapt their own practice accordingly.

3	Will be creative: able to innovate and to solve problems by working across disciplines as professional or artistic practitioners	Subsequent employment for our students is diverse, including working in a variety of settings, for example as an educational consultant and mentor. Others have worked within art/ play therapy. Inter- disciplinary networking is explored and encouraged.
4	Will be digitally literate: able to work at the interface of creativity and technology	Students will be able to demonstrate an ability to use technology in the development of their own practice and that of others.
5	Will be internationally networked: either by studying abroad for part of the their programme, or studying alongside students from overseas	We have welcomed students from around the world onto our MA Inclusive Education. We also welcome people from many backgrounds some of whom have educational studies as a first degree while others have been working in schools and other educational organizations for some time. Students will be able to draw on the international networks at BSU, to build and extend relationships within the sector on a local, national and global level.
6	Will be creative thinkers, doers and makers	Students will be creating learning experiences through everyday interactions with peers and tutors. Assessments have been designed to develop the skills of creative thinking further.
7	Will be critical thinkers: able to express their ideas in written and oral form, and possessing information literacy	Students will demonstrate criticality in their reading and writing activities and show an ability to communicate critically in their assessments, both formatively and summatively.
8	Will be ethically aware: prepared for citizenship in a local, national and global context	The political and philosophical underpinning of this Masters ensures the development of value perspectives.

Modifications

Module-level modifications

Code	Title	Nature of modification	Date(s) of approval and approving bodies	Date modification comes into effect

EDU7 128-30	Contemporary Issues in Inclusive Education	New module	IfE Learning and Teaching Committee, 14 June 2019	2019/20
EDU7 126-30	Inclusive Teaching and Learning	New module	IfE Learning and Teaching Committee, 14 June 2019	2019/20
EDU7 120-30	Including Vulnerable Learners	Module deleted	IfE Learning and Teaching Committee, 14 June 2019	2019/20
EDU7 118-30	Assessment Methodology in SpLD/Dyslexia	New module	IfE Learning and Teaching Committee, 14 June 2019	2019/20
EDU7 114-60	Independent Study	Module deleted	IfE Learning and Teaching Committee, 14 June 2019	2019/20
EDU7 121-30	SEN and Inclusion - Autism Spectrum	Change to description and teaching and learning activities	IfE Learning and Teaching Committee, 14 June 2019	2019/20
EDU7 113-20	Independent Study	Assessment change	Approved by Chair's action on 2/12/2020	2021/22
TES7 101-30	English as an Additional Language	Module deleted	Curriculum Committee 16 June 2021	2021/22
EDU7 118-30	Assessment Methodology in SpLD / Dyslexia	Assessment change	SQMC March 2022	2022/23
EDU7 126-30	Inclusive Teaching and Learning	Module deleted	SQMC November 2022	2023/24
EDU7 123-30	Identifying and Supporting Learners with SpLD/Dyslexia	Assessment change	SQMC March 2024	2024/25
EDU7 121-30	SEN and Inclusion - Autism Spectrum	Assessment change, removal of part-time option	SQMC March 2024	2024/25
EDU7 113-30	Independent Study	Change of contact and independent study hours	SQMC March 2024	2024/25

Programme-level modifications

Nature of modification	Date(s) of approval and approving bodies	Date modification comes into effect

EDU71190-30 Identifying and Overcoming Difficulties Learning Mathematics, Module deleted	Curriculum Committee June 2023	2024/25
EDU7118-30 Assessment Methodology in SpLD /Dyslexia, module deleted	Curriculum Committee June 2023	2024/25

Attached as appendices:

1. Programme structure diagram
2. Map of module outcomes to level/programme outcomes
3. Assessment map
4. Module descriptors

Appendix 1: Programme Structure Diagram - MA Inclusive Education

Full time study		
Level 7		
Trimester 1	**Trimester 2**	**Trimester 3**
Core Modules		
N/A	N/A	EDU7104-60 Dissertation
Required* Modules		
EDU7102-15 Research and the Professional Part 1 EDU7103-15 Research and the Professional Part 2	EDU7101-30 Research methods in Social Science EDU7102-15 Research and the Professional Part 1 EDU7103-15 Research and the Professional Part 2	N/A
Optional Modules		

Full time study		
EDU7128-30 Contemporary Issues in Inclusive Education EDU7123-30 Identifying and Supporting Learners with SpLD /Dyslexia 1 EDU7113-30 Independent Study	EDU7121-30 SEN & Inclusion: Autism Spectrum EDU7113-30 Independent Study	N/A
Rule Notes: Students take two optional modules in trimester 1 and one in trimester 2. Students take either EDU7101-30 OR EDU7102-15 and EDU7103-15		

Part time study		
Level 7 - Year 1		
Trimester 1	**Trimester 2**	**Trimester 3**
Core Modules		
N/A	N/A	N/A
Required* Modules		
EDU7102-15 Research and the Professional Part 1 EDU7103-15 Research and the Professional Part 2	EDU7101-30 Research methods in Social Science EDU7102-15 Research and the Professional Part 1 EDU7103-15 Research and the Professional Part 2	EDU7102-15 Research and the Professional Part 1 EDU7103-15 Research and the Professional Part 2
Optional Modules		
EDU7128-30 Contemporary Issues in Inclusive Education EDU7123-30 Identifying and Supporting Learners with SpLD /Dyslexia 1 EDU7113-30 Independent Study	EDU7121-30 SEN & Inclusion: Autism Spectrum EDU7113-30 Independent Study	EDU7113-30 Independent Study
Rule Notes: Students must take either EDU7101-30 OR EDU7102-15 and EDU7103-15. **The R* option must be chosen in either year 1 or year 2**		
Level 7 - Year 2		

Part time study		
Core Modules		
N/A	EDU7104-60 Dissertation	
Required* Modules		
EDU7102-15 Research and the Professional Part 1 EDU7103-15 Research and the Professional Part 2	N/A	N/A
Optional Modules		
EDU7128-30 Contemporary Issues in Inclusive Education EDU7123-30 Identifying and Supporting Learners with SpLD/Dyslexia 1 EDU7113-30 Independent Study	N/A	N/A
Rule Notes: Students can take an optional module or the R* option in trimester 1. Students take either EDU7101-30 OR EDU7102-15 and EDU7103-15. **The R* option must be chosen in either year 1 or year 2** EDU7104-60 is taken across trimester 2 and trimester 3.		

Appendix 2: Map of Intended Learning Outcomes

Level	Module Code	Module Title	Status (C,R,O) [2]	Subject-specific Skills and Knowledge				Cognitive and Intellectual Skills				Skills for Life and Work			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
7	EDU7123-30	Identifying and Supporting Learners with SpLD/Dyslexia 1	O	/			x	x			x	x			x
7	EDU7128-30	Contemporary Issues in Inclusive Education	O	x			x	x			x	x			x
7	EDU7125-15	Social and Educational Inclusion in Schools and their Communities	N/A**	x			x	x			x	x			x
7	EDU7121-30	SEN & Inclusion: Autism Spectrum	O	x	x		x	x			x	x		x	x
7	EDU7113-30	Independent Study	O	x			x	x			x	x			x
7	EDU7101-30	Research Methods in Social Science	R*	x	x		x	x			x	x		x	x
7	EDU7102-15	Research and the professional: 1	R*	x	x		x	x			x	x		x	x
7	EDU7103-15	Research and the professional: 2	R*	x	x		x	x			x	x		x	x
7	EDU7104-60	Dissertation	C	x	x	x	x	x	x	x	x	x	x	x	x

[2] C = Core; R = Required; R* = Required* either EDU7101-30 or EDU7102-15 & EDU7103–15; O = Optional

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Appendix 3: Map of Summative Assessment Tasks by Module

| Level | Module Code | Module Title | Status (C,R,O) [3] | Assessment method | | | | | | | | | | | | | |
| | | | | Coursework | | | | | | Practical | | | | | Written Examination | | |
				Reflective Case study	Dissertation	Critical review of literature	Action research	Portfolio	Report	Performance	Practical Project	Practical skills	Presentation	Set exercises	Written Examination	In-class test (seen)	In-class test (unseen)
7	EDU7123-30	Identifying and Supporting Learners with SpLD/Dyslexia 1	O			2x							1x				
7	EDU7128-30	Contemporary Issues in Inclusive Education	O		1x												
7	EDU7125-15	Social and Educational Inclusion in Schools and their Communities	N/A**			1x											
7	EDU7121-30	SEN & Inclusion: Autism Spectrum	O	1x		1x											
7	EDU7113-30	Independent Study	O			1x											
7	EDU7101-30	Research Methods in Social Science	R*			1x	1x										
7	EDU7102-15	Research & the professional: part 1	R*			1x											
7	EDU7103-15	Research & the professional: part 2	R*				1x										
7	EDU7104-60	Dissertation	C		1x												

[3] C = Core; R = Required; R* = Required* Either EDU7101-30 or EDU7102-15 & EDU7103-15; O = Optional

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