

Special and Additional Learning Needs

This programme is available by Distance Learning and is only offered in collaboration with The Institute of Child Education and Psychology (ICEP) Europe

Final award	<i>MA</i>
Intermediate awards available	<i>PGCert, PGDip</i>
Mode of delivery	<i>Distance learning</i>
Details of professional body accreditation	<i>N/A</i>
Relevant QAA Benchmark Statements	<i>N/A</i>
UEL Academic School	<i>Cass School of Education and Communities</i>
Date specification last up-dated	<i>26.01.15</i>

The summary - Programme advertising leaflet

Both UEL and ICEP Europe have a long track record in providing quality programmes in the field of special educational needs in the UK, Ireland, and internationally. The collaboration between the two institutions comes from a shared interest in providing first class provision in higher education that is accessible to international educators. Both UEL and ICEP Europe identified the need to support educators and those working with the increasing diversity of children with additional learning needs in education settings today on an international level. In order to help educators meet these challenges, this programme aims to build upon your existing skills and competencies, thus enhancing the quality of education for children and young people with special and additional learning needs in a variety of settings worldwide.

The programme content is underpinned by the latest research in the field of special education, and ICEP Europe have been at the forefront of research into best practice in education. ICEP Europe was awarded the research tender for a major longitudinal study for the National Council for Special Education (NCSE) in Ireland in collaboration with the University of Northampton and Trinity College, Dublin. The project, which was the largest of its kind in Europe, carried out the most in-depth study of special and inclusive education ever conducted in Ireland. The research team consulted widely with service users and providers in building a picture and case studies of provision across Ireland.

ICEP Europe also lead the development of an assessment tool for measuring the inclusiveness of schools, an innovation which formed the foundation for Irelands Framework for Inclusion (<http://www.ncse.ie/publications/InclusiveEducationFramework.asp>) , a document designed to provide guidance to all Irish schools on improving their inclusiveness.

UEL and ICEP Europe are equally committed to promoting inclusion and equality for people with diverse needs and learning differences through the provision of the highest quality continuing professional development.

Programme content

The MA Special and Additional Learning Needs, supports the initial and continuing professional development of:

- Skills of early identification, intervention and assessment for a wide range of special educational needs;
- A detailed knowledge and understanding of specific needs;
- Outstanding practice in relation to special and additional learning needs;
- Greater collaboration with research and professional colleagues in developing a critical approach to inquiry within a special and additional learning needs context; and
- Greater engagement in your workplace with key issues in relation to special and additional learning needs leading to the identification and justification of recommendations for further action.

The MA Special and Additional Learning Needs at UEL

- Access to a wide range of specialist expertise in the area of SEN through the module and programme tutors
- Tutors who have all worked professionally to a high level in the field of SEN.
- Tutors who are experienced in working with participants from a wide range of cultures, backgrounds and professional contexts
- A distance programme which allows study to be fully integrated into and contextualised by your work context and practice
- The flexibility to pay for modules on an individual basis

Entry requirements

Participants can enrol on a postgraduate Certificate, Postgraduate Diploma or MA. The entry requirements for each award area the same. Entry requirements are flexible to allow for credit to be given to work based learning. Applicants must:

- Have an undergraduate honours degree (or equivalent: e.g. certificate of education; higher level professional training in education with demonstrable parity in experience), minimum 2:2 classification or equivalent. (Please note: The educational standards for teaching vary from country to country – you must check with your own home countries requirements to ensure you fulfil the correct criteria).
- In the case of applicants whose first language is not English, then IELTS 7 (or equivalent) is required. International qualifications will be checked for appropriate matriculation to UK Higher Education postgraduate programme

We recognise that applicants that have been out of education for some time may not have the formal qualifications required for entry to a course. Where an applicant does not meet the above requirements, consideration may be given to other recognised graduate equivalent status and/or professional experience. We welcome applications from those who can demonstrate their enthusiasm and commitment to study and have relevant life/work experience to equip them to succeed on the course.

Technical requirements

To participate in the programme you need:

- Regular access to a PC or Mac capable of running standard MS Office software (or equivalent) for producing word-processed documents, spreadsheets and presentations. Your PC must be capable of running the required plug-ins for the Virtual Learning Environment (Adobe Flash player, Adobe PDF Viewer, Apple QuickTime)
- Reliable internet access; at least a 56K modem connection, but broadband is highly recommended. For each module that you take, you will be expected to spend approximately 3-6 hours online per week, participating in discussions and accessing resources.
- The latest version of your chosen Internet browser.
- A valid and reliable email address.
- Access to a printer is recommended.

Programme structure

The typical duration of the MA programme is a minimum of two years and a maximum of six years, part time (in accordance with UEL's Academic Framework and modular regulations).

Participants begin the programme in the Autumn or Spring term and can normally complete one 30 credit module per term. There are three terms in the year and two admission points.

Learning environment

Teaching and learning strategies used to enable the achievement of the learning outcomes include:

- Students accessing online learning resources and performing guided activities individually and collaboratively. The emphasis is on communicating and co-constructing knowledge through a virtual community of inquiry.
- Communicating through email, discussion forums and other tools, such as Chat and Wikis, in Moodle.
- Students participating in regular, structured activities enabling them to reflect on reading and their own professional practice and refining their thinking through regular sharing and commenting online. All activities contribute to the achievement of the final assessment.
- Students accessing SCOUNL and online journal articles via the Athens access management system. In addition, online contact with the module tutor and our student advisors will be available via the VLE.

Knowledge is developed through

- Guided reading and listening, which provides opportunities for critical engagement with content rich materials. This may be through a range of media including customised course materials, e-books, journals database, web based resources and talks.
- Online discussions and collaborative activities enabling the analysis and discussion of issues, documents and materials.
- Formative feedback from tutors and peers.

Thinking skills are developed through

- Analysis, evaluation, enquiry and critical reflection in relation to knowledge, ideas, practice and experience.
- Online discussions and collaborative activities to generate group and individual creativity, discussion and reflection.
- Formative feedback from tutors and peers

Practical skills and skills for life and work are developed through

- Work based tasks to facilitate innovation and development in practice
- Research skills-based activities
- Formative feedback from tutors and peers

Assessment

Each module is assessed through a single portfolio of 5,000 words or equivalent. The dissertation is 14,000 words.

Relevance to work/profession

We are very much aware of the need to support educators and those working with the increasing diversity of children with additional learning needs in education settings today. In order to help educators meet these challenges, this programme aims to build upon your existing skills and competencies, thus enhancing the quality of education for children and young people with special and additional learning needs in a variety of settings. This programme can enable participants to demonstrate achievement of professional competencies and can contribute to performance management and review as well as preparation for career advancement.

Dissertation/project work

The dissertation is undertaken on the completion of all of the taught modules, and provides an opportunity to address an issue, interest or challenge that is directly relevant to your professional work and context, and to contribute to professional knowledge and practice in the area of SEN.

How we support you

Participants will be well supported in terms of accessing and using the online learning environment, using the learning materials and with issues of administration by both UEL and ICEPE tutors. Participants are supported through the online course structure, discussion boards and through personal contact with tutors.

Academic, technical and pastoral support is provided to learners through the online medium and via email and telephone contact. Given the lack of face to face interaction in online learning, this form of personalised support helps to build relationships and combats the risk of isolation among learners. All information relating to learning support and technical support is accessible and up-to-date through the learning management system.

Programme aims and learning outcomes

This programme is designed to give you the opportunity to:

- Develop skills of early identification, intervention and assessment for a wide range of special educational needs
- Develop detailed knowledge and understanding of specific needs
- Develop outstanding practice in relation to special and additional learning needs
- Engage with research and professional colleagues in developing a critical approach to inquiry within a special and additional learning needs context.
- promote engagement in your workplace with key issues in relation to special and additional learning needs leading to the identification and justification of recommendations for further action

Programme Learning Outcomes

It is expected that by the end of the programme participants will have the ability to:

PG Cert (60 M level credits)

Knowledge: Demonstrate a systematic understanding of knowledge and a critical awareness of issues relating to special and additional learning needs.

Thinking skills: Demonstrate a conceptual understanding of approaches to professional practice and learning that concern special and additional learning needs an ability to critique them.

Subject based practical skills/skills for life and work (general skills): Use research to inform the development of practice and learning that concerns special and additional learning needs.

PG Dip (120 M level credits) all the above plus:

Knowledge: Critically evaluate current research concerning special and additional learning needs.

Thinking skills: Critically reflect on their professional values, concerns, priorities and actions in relation to special and additional learning needs, and to understand them in broader social, political and economic contexts.

Subject based practical skills/skills for life and work (general skills): Deal with complex professional issues concerning special and additional learning needs systematically and creatively and communicate conclusions clearly and appropriately for specific audiences and different purposes.

MA (180 M level credits) all the above plus:

Knowledge: Demonstrate originality in the interpretation and application of knowledge and research in professional practice and learning that concerns special and additional learning needs.

Thinking skills: Demonstrate a capacity to make informed decisions in complex and unpredictable situations.

Subject based practical skills/skills for life and work (general skills): Demonstrate self-direction and originality in tackling and solving problems that concern special and additional learning needs.

The programme structure

Introduction

All programmes are credit-rated to help you to understand the amount and level of study that is needed. One credit is equal to 10 hours of directed study time (this includes everything you do e.g. lecture, seminar and private study).

Credits are assigned to one of 5 levels:

3 - equivalent in standard to GCE 'A' level and is intended to prepare students for year one of an undergraduate degree programme

4 - equivalent in standard to the first year of a full-time undergraduate degree programme

5 - equivalent in standard to the second year of a full-time undergraduate degree programme

6 - equivalent in standard to the third year of a full-time undergraduate degree programme

7 - equivalent in standard to a Masters degree

The overall credit-rating of this programme is **180 for Masters, 60 for PGCert, 120 for PGDip.**

Typical duration

The typical duration of the MA programme is a minimum of two years and a maximum of six years, part time (in accordance with UEL's Academic Framework and modular regulations).

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CODE	MODULE TITLE	CREDIT	STATUS
ET7900	Dyslexia and Literacy: Issues, Perspectives and Best practice	30	optional
ET7901	Autism Spectrum Disorders: Contemporary perspectives and best practice	30	optional
ET7902	Inclusive Education: Collaboration and best practice	30	optional
ET7903	Understanding Behaviour perspectives and best practice	30	optional
ET7904	Exceptionally able learners: Theories perspectives and best practice	30	optional
ET7905	Applied Behavioural analysis: Critical exploration and practice	30	optional
ET7746	Research Methods and Dissertation	60	core

Requirements for gaining an award

In order to gain a Postgraduate Certificate, you will need to obtain 60 credits at Level 7.

In order to gain a Postgraduate Diploma, you will need to obtain 120 credits at Level 7.

In order to obtain a Masters, you will need to obtain 180 credits at Level 7. These credits will include a 60 credit level 7 core module of advanced independent research.

Masters Award Classification

Where a student is eligible for an Masters award then the award classification is determined by calculating the credit-weighted arithmetic mean of all marks on the current enrolment and applying the mark obtained as a percentage (with all decimal points rounded up to the nearest whole number) to the following classification:

70% - 100%	Distinction
60% - 69%	Merit
50% - 59%	Pass
0% - 49%	Fail

Teaching, learning and assessment

Teaching and learning

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Practical skills and skills for life and work are developed through

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- Research skills-based activities
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Assessment

Due to the practical nature of the programme all modules are assessed through coursework. The PG Cert modules are assessed by coursework. Each module assessment will typically be a single submission portfolio of 5,000 words or equivalent. Assessment tasks will engage participants in:

- critical engagement with research and current thinking in education
- critical engagement in professional work-based tasks
- critical reflection
- research and action planning

How we assure the quality of this programme

Before this programme started, the following was checked:

- there would be enough qualified staff to teach the programme;
- adequate resources would be in place;
- the overall aims and objectives were appropriate;
- the content of the programme met national benchmark requirements;
- the programme met any professional/statutory body requirements;
- the proposal met other internal quality criteria covering a range of issues such as admissions policy, teaching, learning and assessment strategy and student support mechanisms.

This is done through a process of programme approval which involves consulting academic experts including some subject specialists from other institutions.

How we monitor the quality of this programme

The quality of this programme is monitored each year through evaluating:

- external examiner reports (considering quality and standards);
- statistical information (considering issues such as the pass rate);
- student feedback.

Drawing on this and other information, programme teams undertake the annual Review and Enhancement Process which is co-ordinated at School level and includes student participation. The process is monitored by the Quality and Standards Committee.

Once every six years an in-depth review of the whole field is undertaken by a panel that includes at least two external subject specialists. The panel considers documents, looks at student work, speaks to current and former students and speaks to staff before drawing its conclusions. The result is a report highlighting good practice and identifying areas where action is needed.

The role of the programme committee

This programme has a programme committee comprising all relevant teaching staff, student representatives and others who make a contribution towards the effective operation of the programme (e.g. library/technician staff). The committee has responsibilities for the quality of the programme. It provides input into the operation of the Review and Enhancement Process and

proposes changes to improve quality. The programme committee plays a critical role in the quality assurance procedures.

The role of external examiners

The standard of this programme is monitored by at least one external examiner. External examiners have two primary responsibilities:

- To ensure the standard of the programme;
- To ensure that justice is done to individual students.

External examiners fulfil these responsibilities in a variety of ways including:

- Approving exam papers/assignments;
- Attending assessment boards;
- Reviewing samples of student work and moderating marks;
- Ensuring that regulations are followed;
- Providing feedback through an annual report that enables us to make improvements for the future.

The external examiner reports for this programme are located on the UEL virtual learning environment (Moodle) on the school notice board under the section entitled 'External Examiner Reports & Responses'. You can also view a list of the external examiners for the UEL School by clicking on the link below.

<http://www.uel.ac.uk/qa/externalexaminersystem/currentexaminers/>

Listening to the views of students

The following methods for gaining student feedback are used on this programme:

- Module evaluations
- Virtual Student representation on a programme committee vi Skype (meeting 2 times a year)

Students are notified of the action taken through:

- Individual responses to students as required
- Postings on our online discussion forums

Listening to the views of others

The following methods are used for gaining the views of other interested parties:

- Questionnaires to former students
- Annual student satisfaction questionnaire

Where you can find further information

Further information about this programme is available from:

UEL:

<https://www.uel.ac.uk/postgraduate/courses/ma-special-and-additional-learning-needs>

ICEP Europe:

http://www.icepe.eu/university/Masters_in_Special_Additional_Learning_Needs_University_of_East_London

ICEP Europe will be processing applications for this programme, for more information on admissions and fees please contact Antoinette Hurley (details below).

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