

1 MASTER OF ARTS (INCLUSIVE EDUCATION)

<p>1. Qualification MA</p>	<p>2. Programme Title Master of Arts (Inclusive Education)</p>	<p>3. UCAS Code N/A</p>	<p>4. Programme Type Modular Full-time Part-time</p>
<p>5. Main Purposes and Distinctive Features of the Programme</p> <p>The main purpose is a recognition of inclusion as a philosophy and a movement which celebrates diversity. It recognises the rights of all individuals to share the resources within the community of which they are a part. It posits that communities are disadvantaged unless all are present and all are supported to make their contribution.</p> <p>The context within which learning takes place is an important variable in enabling or disabling learners. Providers of educational services work for the most part within structured contexts (colleges, centres, community placements), which set parameters for the provision they make.</p> <p>Equally, users of services have to penetrate these structures by some means in order to derive benefit from them.</p> <p>For both providers and users such structures can seem to create either easy access to or obstacles and infringements to their desired end of successful learning. In short, they can be including or excluding. What make the difference are the values which underpin the structures and how those values are carried forward in terms of practical systems.</p> <p>The issues to be considered within this programme relate to both the values and the systems. It is considered important to examine the nature of existing value systems and to envision futures for such systems. Having established the vision it is then possible to explore ways in which current provision can be changed to enable the future goals to be met.</p> <p>6. What a graduate should know and be able to do on completion of the programme</p> <p>The specific objectives are that by the end of their chosen programme of study within the scheme, students will have:</p> <ol style="list-style-type: none"> 1. explored educational research, as practitioners and readers; 2. acquired a secure understanding of subject knowledge in their selected areas of study; 3. acquired skills and abilities necessary for them to pursue the demands of their chosen programme successfully; 4. applied subject knowledge, skills and abilities so gained to their own professional context in order to address areas of concern and development needs in an informed, justifiable manner; 5. made informed comment on the applicability, relevance and usefulness of theories, concepts, models, methodologies and techniques applied to practice; 6. evaluated, reviewed and reflected upon their assignment / project work, and provided a reasoned identification of aspects requiring further development. 			
<p><u>Knowledge and understanding in the context of the subject(s)</u></p> <ol style="list-style-type: none"> 1. Apply a range of methods to explore the dynamics of change (EDU4005) 2. Analyse countervailing pressures in change. (EDU4005) 3. Evaluate the relative strengths of pressure in different sites of change. (EDU4005) 4. Postulate and defend an inclusive value position for a particular site. (EDU4005) 5. Distinguished between the social and medical model of disability.(EDU4006) 6. Evaluate the appropriateness of different educational theories underpinning inclusive education.(EDU4006) 		<p><u>Subject-specific practical/professional skills</u></p> <ol style="list-style-type: none"> 1. Demonstrate an understanding of ethical issues in their analysis of the work of others and in their own work (EDU3100) 2. Be able to relate relevant theoretical concepts covered in the module to educational practices. (EDU4001) 3. Carry out research and development work. (EDU5000) 4. Have applied theory to their own area of practice. (EDU4003) 5. Research and finally produce a written assignment on a topic negotiated with their tutor. (EDU4002) 6. Apply theoretical approaches to their working environment. (EDU4003) 	

<p>7. Identify strengths and weaknesses in teaching methods.(EDU4006)</p> <p><u>Cognitive skills in the context of the subject(s)</u></p> <ol style="list-style-type: none"> 1. Develop an awareness of the practical aspects of the management of organisations (EDU4002) 2. Develop a comprehensive and realistic perspective on a range of management issues. (OM/EDU4002) 3. Have acquired an understanding and appreciation of the social and medical model of disability. (EDU4005) 4. Have explored and understood the philosophy and practice of Facilitated Communication. (EDU4005) 5. Have an appreciation of historical and current legislation which promotes inclusive education. (EDU4006) 6. Have an appreciation of the particular consequences of being denied the right to communication. (EDU4006) 7. Understand the conceptual frameworks developed in the module and be able to interpret them appropriately in relation to your professional practice. (EDU 4002) 8. Evaluate the appropriateness of different research paradigms as applied to specific research examples. (EDU3100) 9. Have read widely and critically and demonstrated an understanding of the key theoretical concepts. (EDU4005) 10. Undertake critical analysis and evaluation of relevant theoretical views and empirical work within the chosen area of study. (EDU5000) 11. Have critically discussed policy and approaches to curriculum delivery. (EDU4002) 12. Discuss and analyse management case studies and reports in the light of management theory and their own working practice. (EDU4002) 13. Critically review the literature on management topics. (EDU4020) 14. Analyse and critically discuss management case studies, investigations, reports and research papers. (EDU4002) 15. Have critically analysed the Rights Agenda of the individual to have meaningful communication. (EDU4006) 16. Have read and critiqued research conducted and reported by others. (EDU4002) 	<ol style="list-style-type: none"> 7. Understand and where necessary participate in management activities. (EDU4002) 8. Develop skills and techniques appropriate to an organisational manager. (EDU4002) <p><u>Other skills (e.g. key/transferable) developed in subject or other contexts</u></p> <ol style="list-style-type: none"> 1. Identify their own needs and weaknesses in respect of analytical writing, and plan and undertake appropriate action. (EDU3100) 2. Use appropriate techniques and software applications to produce components of Masters level documents. (EDU3100) 3. Use ICT appropriate to their programme of study; e.g. to interact with tutors and peers over the internet, to access course documentation and learning resources from the scheme's web site. (EDU3100) 4. Use appropriate techniques to undertake literature searches by traditional and electronic means. (EDU3100) 5. Document study and findings in the form of a dissertation(EDU5000) 6. Plan and undertake appropriate study, research, and development work, as necessary in pursuit of the objectives. (EDU5000) 7. Produce a self-profile of current skills, knowledge, and expertise. (EDU4002) 8. Plan, prepare and give presentations. (EDU3100) 9. Communicate effectively orally and in writing. (All modules) 10. Work effectively in groups. (All modules)
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7. Qualities, Skills & Capabilities Profile			
A Cognitive	B Practical	C Personal & Social	D Other
Analytical skills	Conduct literature searches	Analyse strengths and limitations of own work	Use information technology
Evaluative skills	Plan, design, conduct research	Work effectively in groups	Give presentations
Skills in synthesising	Analyse and report research findings	Work independently	Reflect on own experience and practice

Critical analysis	Write assignments and dissertations	Plan effectively	Ethics
Research skills	Follow appropriate ethical practice	Communicate effectively both orally and in writing	Review literature
Enquiring skills	Relate theory to practice	Manage time effectively	Scholarship
	Analyse case studies, reports and research findings	Participate in discussions	
	Critique articles and research conducted by self and others		

8. Duration and Structure of Programme/Modes of Study/Credit Volume of Study Units

Masters Degree: average 3 years (maximum 5 years) part-time, 1 year full-time, 180 credits

Postgraduate Diploma: Min. 3 semesters (max 4 years) part-time, 2 semesters full-time, 120 credits

Postgraduate Certificate: Min. 2 semesters (max 2 years) part-time, 1 semesters full-time, 60 credits

Part II

Students must complete 3 module assignments in the specialist field of inclusive education. Two will be for the two specialist modules and the third can be from any of the other modules taken by the student.

	<u>Core Modules</u>	<u>Options</u> (normally 20 credits each)	<u>Project</u> (60 credits)
HE6 Modules	EDU3100 Research Awareness and Support Skills Or, where more appropriate /EDU4000 Research Methods - Field Studies		
HE7 Modules	EDUE4002 Organisational Management And EDU4001 Curriculum Studies	EDU4005 Inclusive Education Module A – The Struggle for Inclusive Education EDU4006 Inclusive Education Option Module B - Transformative Education in an Inclusive Context Plus one other module	DISS/EDU5000. Dissertation
9. Learning, Teaching and Assessment Strategy	10. Other Information (<i>including compliance with relevant University policies</i>)		
<u>Learning and Teaching Methods</u>	<u>Date programme first offered</u>		
Tutor and student led seminars Lectures Student presentations Student research Case studies Discussion Group and Individual work Tutorials Practical work Student activities	September 1998		
<u>Assessment Methods</u>	<u>Admissions Criteria</u> <i>Standard Requirements</i>		
	Applicants for the existing Masters will normally have:		
	(i) a Certificate in Education, or a PGCE, or an equivalent teaching qualification		
	and		

<p>Oral presentations Written assignments e.g. essays and reports Dissertation Case studies</p> <p><u>Assessment Classification System</u></p> <p>Successful Unsuccessful</p> <p><u>Honours Classification Bands</u></p> <p>N/A</p>	<p>(ii) recent teaching / training experience and (iii) one of the following qualifications: an Honours Degree; a Postgraduate Diploma; a Professional Qualification recognised by the University of Bolton as equivalent to an Honours Degree and (iv) applicants from overseas whose first language is not English will normally be required to have a current IELTS score of 6.5 from an accredited centre.</p> <p><i>Non Standard Entry</i></p> <p>University of Bolton may admit applicants who are unable to meet these conditions but hold alternative qualifications and/or experience demonstrating appropriate knowledge and skills at Honours Degree level, as exceptional entrants to the Postgraduate Diploma in the first instance. Progression onto the Masters award will be conditional upon satisfactory completion of the requirements for the Postgraduate Diploma.</p> <p><u>Indicators of Quality and Standards</u></p> <p>High scores by students on the Student Satisfaction Questionnaires High scores by students on the Module Evaluation Questionnaires Tutor evaluation reports Feedback from staff and students at Scheme Committee Feedback from the External Examiner External Examiner Reports Students' assignment work</p>
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CURRICULUM OUTCOMES MAP

Outcome / Module	EDU3100	EDU4002	EDU4001	EDU4005	EDU4006	EDU4003	EDU5000
K1				√			
K2				√			
K3				√			
K4				√			
K5					√		
K6					√		
K7					√		
S1	√						
S2			√				
S3							√
S4						√	
S5		√					
S6		√					
C1		√					
C2		√					
C3				√			
C4				√			
C5					√		
C6					√		
C7		√					
C8	√						
C9				√			
C10							√
C11		√					
C12		√					
C13		√					
C14		√					
C15					√		
C16		√					
C17		√					
O1	√						
O2	√						
O3	√						
O5							√
O6							√
O7		√					
O8	√						
O9	√	√	√	√	√	√	√
O10	√	√	√	√	√	√	√

CURRICULUM SKILLS MAP

Modules Level H6	Learning to Learn	Communication	Group-work/Working with others	Problem-solving and Planning	Self Management	Use of ICT	Numeracy
EDU3100 Research Awareness and Support Skills	√	√	√	√	√	√	√

Modules Level H7	Learning to Learn	Communication	Group-work/Working with others	Problem-solving and Planning	Self Management	Use of ICT	Numeracy
EDUEDU4002 Organisational Management	√	√	√	√	√	√	
EDU4001 Curriculum Studies	√	√	√	√	√	√	
EDU4005 Inclusive Education Module A – The Struggle for Inclusive Education	√		√	√	√	√	
EDU4006 Inclusive Education Option Module B - Transformative Education in an Inclusive Context	√	√	√	√	√	√	
EDU 4003 Work-Based Module - Developments	√	√		√	√	√	
EDU5000 Dissertation	√			√	√	√	√

ASSESSMENT SUMMARY TABLE

	Essay	Presentation (tutor-assessed)	Dissertation
EDU3100 Research Awareness and Support Skills	Two 1500 word reports		
EDU4002 Organisational Management	5000 words		
EDU4001 Curriculum Studies	5000 words		
EDU4005 Inclusive Education Module A – The Struggle for Inclusive Education	3500 words	20%	
EDU4006 Inclusive Education Option Module B - Transformative Education in an Inclusive Context	5000 words		
EDU4003 Work-Based Module - Developments	Project report of 3000 words		
EDU5000 Dissertation			20,000 word