

Programme Specification

MA Special Educational Needs and Inclusion

<i>School:</i>	Education, Language and Psychology
<i>Subject area:</i>	Education Studies
<i>Entry from academic year:</i>	2021-22
<i>in the month(s) of:</i>	September
<i>Awarding institution:</i>	York St John University
<i>Teaching institution:</i>	York St John University
<i>Delivery location:</i>	York St John University
<i>Programme/s accredited by:</i>	Not applicable
<i>Exit awards:</i>	Postgraduate Certificate Special Educational Needs and Inclusion Postgraduate Diploma Special Educational Needs and Inclusion
<i>UCAS code / GTTR / other:</i>	Not applicable
<i>Joint Honours combinations:</i>	Not applicable
<i>QAA subject benchmark statement(s):</i>	QAA Framework for Higher Education Qualifications in England, Wales and Northern Ireland (Level 7).
<i>Mode/s of study:</i>	Postgraduate periods of study ¹ for full-time ² / part-time
<i>Language of study:</i>	English
<i>Paired with foundation year</i>	No
<i>Study abroad opportunities:</i>	No
<i>Placement year opportunity:</i>	No

Introduction and special features

In England, about 1.3 million children and young people are identified as having a Special Educational Needs and/or Disabilities (SEN/D). Current reforms to the system place emphasis on positive outcomes for this group of learners in the areas of education, employment, independent living and health (2014 Children and Families Act). This MA will enable you to enhance your theoretical understanding of SEN/D as well as critically evaluate relevant policy, practices and resources across the life course. This programme is one of a range of successful undergraduate and postgraduate qualifications within the School of Education. It has been designed for those wishing to pursue personal and professional development opportunities and qualifications within this field and aligns with a key strategic need in UK education, namely the provision of high-quality practitioners with knowledge of issues relating to young people with SEN/D.

Through our MA you will have opportunities to reflect critically on the theoretical development of the concept of SEN/D, the national policies and practices related to it and the ways in which it is applied within practice settings. Through innovative teaching and learning experiences you will work collaboratively with other learners to gain confidence in understanding more thoroughly some of the theoretical perspectives that underpin practice and have opportunities to critically evaluate systems of SEN/D provision.

Whilst studying on this course you will develop the academic skills and abilities needed for Level 7 (Master's level) study which is built into the programme. We therefore include taught elements and tutor

¹ The standard period of study will apply unless otherwise stated

² Full-time recruitment suspended for 2021-22 entry

support to enable you to enhance your critical reading, writing and thinking skills so that you will learn to probe and explore the assumptions which underlie policy and practice. You will be taught by a range of experienced professionals and researchers committed to providing excellent opportunities for you to develop your knowledge and understanding and enjoyment of your studies on this course.

Admissions criteria

You must meet the University's general entry criteria for [postgraduate](#) study.

If your first language is not English, you need to take an IELTS test or an equivalent qualification accepted by the University (see <https://www.yorksj.ac.uk/international/how-to-apply/english-language-requirements/>).

If you do not have traditional qualifications, you may be eligible for entry on the basis of [Accredited Prior \(Experiential\) Learning \(APL/APEL\)](#). We also consider applications for entry with advanced standing.

Programme aim(s)

The programme aims to:

1. Cultivate your in-depth knowledge and understanding of special educational needs and inclusion which is informed by current practice, scholarship and research.
2. Develop your skills of reflection on practice with particular reference to special educational needs, personalised approaches, multi-agency working, inclusion, leadership and collaborative outcomes.
3. Engage you in intellectually rigorous ways with current policy issues and developments in the field of study of special educational needs and inclusion.
4. Provide you with opportunity to add value and impact on the development of knowledge, understanding and skills within the context of leadership and effective practice within SEN with reference to positive outcomes for children and young people.
5. Support you in achieving a range of appropriate capacities, abilities and skills including the use of initiative, problem-solving, reflecting critically, learning independently and communicating effectively with colleagues/peers and a wider audience in a variety of media.
6. Enable you to develop curiosity, the skills of enquiry, advanced scholarship and research to support future progression in academic study at a higher level such as PhD or professional doctorate.

Programme learning outcomes

Upon successful completion of the programme students will be able to:

Level 7

- 7.1 Demonstrate systematic knowledge of educational theory, policy and practice with respect to SEN.
- 7.2 Critically evaluate concepts and evidence, demonstrating in-depth engagement with academic debates relating to SEN.
- 7.3 Demonstrate originality in the application of knowledge surrounding current debates in SEN.
- 7.4 Demonstrate independent, critical and reflective thinking with respect to theory and professional practice.
- 7.5 Demonstrate confidence, competence and capability to actively engage in the development of research-informed practice.
- 7.6 Exemplify competence in management and interpretation of research data.
- 7.7 Develop practical and professional skills including presentation and report writing for disseminating research and practice findings.

Programme structure

The typical mode of delivery will cover three school terms which will create synergy between the professional roles of those in work and postgraduate learning. The programme is therefore accessible, and it is designed to accommodate those working full time, as teaching sessions take place on weekends and evenings. The full-time route will typically take 12 months (1 year) and the part-time will typically take two years.

There are three compulsory 30 credit modules, one optional 30 credit module and the compulsory 60 credit dissertation.

To gain the MA SENI students must successfully complete 180 credits, including the compulsory 60 credit dissertation.

Full-time

Code	Level	Year	Term	Title	Credits	Module status	
						compulsory or optional to take C or O	non-compensatable or compensatable NC or X
EDU7026M	7	1	1	Leading and Evaluating Change in the SEN Context	30	C	X
EDU7028M	7	1	1	Conducting Inclusive Research	30	C	X
EDU7025M	7	1	2	Innovating Practice for Young People with Special Educational Needs	30	C	X
Choose one from the six options below**							
EDU7029M	7	1	2	Transitions Across the Life Course	30	O	X
EDU7030M	7	1	2	Evaluating Inclusion	30	O	X
EDU7003M	7	1	2	Global Perspectives on Education	30	O	X
EDU7004M	7	1	2	Critical Contemporary Issues in Education in a National Context	30	O	X
EDU7005M	7	1	2	Local Independent Study	30	O	X
EDU7006M	7	1	2	Local Independent Project	30	O	X
EDU7031M	7	1	1,2&3	Dissertation	60	C	NC

** Subject to a viable cohort of students

Part-time

Code	Level	Year	Term	Title	Credits	Module status	
						compulsory or optional to take C or O	non-compensatable or compensatable NC or X
EDU7026M	7	1	1	Leading and Evaluating Change in the SEN Context	30	C	X
EDU7028M	7	1	2	Conducting Inclusive Research	30	C	X
EDU7025M	7	1	3	Innovating Practice for Young People with Special Educational Needs	30	C	X
Choose one from the four options below**							
EDU7030M	7	2	1	Evaluating Inclusion	30	O	X
CYE7004M	7	2	1	Evaluating Educational Leadership	30	O	X
EDU7005M	7	2	1	Local Independent Study	30	O	X
EDU7006M	7	2	1	Local Independent Project	30	O	X
EDU7031M	7	2	1,2&3	Dissertation	60	C	NC

** Subject to a viable cohort of students

Learning, teaching and assessment

The MA SENI adopts a 'social constructivist' model of learning facilitation where you will learn by co-constructing knowledge, relating both theoretical perspectives and contemporary practice, through collaborative dialogue with tutors, peer practitioners and professional colleagues. In this way, experiential learning will enable learning that can be critical, evaluative, reflective and applied. Teaching materials will be prepared so that learner autonomy is scaffolded appropriately in accordance with the principles of adult learning (Knowles, 1990). In order to be inclusive to the needs of all learners on the programme, a number of structured learning resources will be provided to inform the development of knowledge and understanding of practitioner enquiry and the preparation of the assessment.

You will experience a variety of assessment methods and there will be some scope for negotiation in terms of the emphasis that your assessments might take so that you can demonstrate the learning outcomes in ways most appropriate to you. Such an approach adheres to the principle of 'authentic' assessment, which is understood as the design of assessment tasks that enable you to align the assessments to your individual circumstances and practice. Moreover, you will be supported with formative opportunities, provided as 'rehearsal opportunities' where the environment is without the same risk factors for students as when engaging in the summative assessments. Formative opportunities may or may not involve assessment. All formative opportunities will provide feedback for students and will support your progress towards successful summative outcomes. You will receive formative feedback from tutors and peer feedback will also be used to enable students to scaffold one another's learning.

Progression and graduation requirements

The University's general [regulations](#) for postgraduate awards apply to this programme.

Any modules that must be passed for progression or award are indicated in the Programme Structure section as non-compensatable.

Internal and external reference points

This programme specification was formulated with reference to:

- [University Mission Statement](#) [see page two]
- [Strategic Plan 2015-20](#) [see page four]
- [QAA subject benchmark statement](#)
- [Framework for Higher Education Qualifications](#)

Date written / revised: 24/08/18

Programme originally approved: 11/09/18