

**Postgraduate Certificate / Postgraduate Diploma /
Masters in Special and Additional Learning Needs**

**School of Education and Communities, University
of East London**

In collaboration with

**The Institute of Child Education and Psychology
(ICEP) Europe**

Programme Information: 2023/2024

PG Cert / PG Dip / MA Special and Additional Learning Needs

A collaborative international programme jointly provided by the University of East London and ICEP Europe

Programme Overview

The PG Certificate / PG Diploma / MA in Special and Additional Learning Needs (level 7 UK, level 9 IRL) has been developed jointly by The School of Education and Communities, University of East London (UEL), and the Institute of Child Education and Psychology (ICEP) Europe.

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 offering a 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 on an international level. The programme aims to build upon participants' 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 international programme content is underpinned by the latest research in the field of special education, and ICEP Europe are at the forefront of research into best practice in education. Both UEL and ICEP Europe are equally committed to promoting inclusion for people with diverse needs and learning differences through the provision of the highest quality continuing professional development.

The programme is relevant to both mainstream and specialist settings and the overall aim is to build the capacity of teachers and other professionals to respond effectively to the diverse educational needs of all learners, including those with special and additional educational needs.

Who is the programme aimed at?

This programme is for all those, both in the UK and internationally, who are interested in Special and Additional Learning Needs, and those who have achieved a National Award in Special Educational Needs Coordination (SENCo) and want to progress to an MA qualification. This programme is also particularly suitable for teachers, psychologists, and other allied professionals working in educational settings who wish to deepen and extend their existing knowledge of inclusive education and evidence-based approaches in order to respond effectively to the needs of their students.

The programme will provide participants with the capacity to meet legislative requirements for pupils with SEN and to meet the specific and general needs of learners. The programme supports the development of the SENCo role and provides opportunities to specialise in specific areas of SEN. Participants will avail of the specialist expertise of tutors who have worked professionally at a high level in the field of SEN and are experienced working with participants from a range of cultures and professional backgrounds.

The online format of the programme and the flexibility to pay for modules on an individual basis offers busy professionals the opportunity to work around their existing schedule and gain a recognised University qualification regardless of location.

Entry requirements

The programme is open to all suitably qualified teachers, SENCos, psychologists, and others who are interested in Special and Additional Learning Needs.

Applicants should have an undergraduate honours degree (level 6 UK, level 8 IRL, or equivalent) with a minimum 2:2 classification.

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 programmes.

How do I apply for the programme?

You can complete the online application form on the ICEP Europe Website: www.icepe.eu There are two intakes for new students each year in September and January.

Programme structure

The international programme is taught entirely online and participants will be supported throughout by their experienced programme tutors, and expected to participate in class discussions and online tutorials.

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

Credit rating and module choice

Participants enrol on the programme for the start of the Autumn (September) or Spring (January) term and will normally complete one 30 credit module per term. There are three terms every year, beginning in September, January, and May.

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. online study, interactions on online forum and private study).

The overall credit rating of this programme is **60 CATS points for PG Cert.**, **120 CATS points for PG Dip.**, and **180 CATS points for MA**. (The 180 CATS points for the MA include a 60 CATS point module of advanced independent research). The table below outlines how many modules are required for the award of each programme:

Programme	Module in inclusive education (30 CATS points)	Number of optional modules required (each 30 CATS points)	Research Methods & Dissertation Module (60 CATS points)
PG Cert.	Advised	1	
PG Dip.	Advised	3	
MA	Advised	3	

All students must complete the appropriate number of modules depending on the programme they have enrolled on. The modules available throughout the academic year 2023/2024 are as follows:

Module Title	CATS Points	Status
Understanding Behaviour: Theories, perspectives and best practice	30	Optional
Autism Spectrum Disorders: Contemporary perspectives and best practice	30	Optional
Dyslexia and Literacy: Issues, perspectives and best practice	30	Optional
Exceptionally able learners: Theories, perspectives and best practice	30	Optional
Applied Behavioural Analysis; Critical exploration and practice	30	Optional
Inclusive Education: Collaboration and best practice	30	Advised
Research Methods and Dissertation	60	(MA only)

(Note: Modules will be available during each term subject to minimum participant numbers).

Brief Module Descriptions

Inclusive Education: Collaboration and best practice

This module provides a comprehensive introduction to the theory, philosophy and practice of inclusive education for students with additional educational needs. It provides a comprehensive understanding of a wide range of issues related to inclusion, assessment, and dealing with students with learning difficulties and disabilities who require additional support. The module focuses on developing participants' knowledge of inclusive education and SEN practices, emphasizing diverse teaching and learning needs including disabilities and learning difficulties. The module will provide an overview of the current international climate on inclusion and how this compares with current national policies. Issues around early identification, assessment and screening will be addressed as well as the considerations for collaboration and modifications necessary to facilitate inclusion at the whole-school level. Principles of effective instruction and planning for individualised learning goals will be discussed.

Autism Spectrum Disorders: Contemporary perspectives and best practice

This module will introduce participants to the history of Autism and Autism Spectrum Disorders and review the most up-to-date scientific theories and educational research. The module provides an overview of the principles of assessment and early identification of Autism Spectrum Disorders as well as the rationale and evidence-base for various current interventions. The module will critically evaluate various approaches and interventions. Typical problem behaviours and the functions of these behaviour types will be covered, and positive coping strategies for the classroom will be outlined. The aim is to help teachers in both mainstream and special education to understand this disability, help them adjust their teaching style to accommodate these children and help them identify specific interventions / teaching strategies and approaches which they can use in their classroom.

Dyslexia and Literacy: Issues, perspectives and best practice

This module will serve teachers and other professionals in both mainstream and special schools in the UK and Internationally. This module aims to expand participant's knowledge and understanding of dyslexia and literacy difficulties both from a theoretical and professional perspective. It critically examines theories and definitions of dyslexia and literacy, and explores cultural and policy contexts, current controversies and research perspectives. Participants are provided with a solid foundation for understanding the needs of students with dyslexia and literacy difficulties and are supported in developing evidence-based skills and strategies and reflecting upon their own professional practice. This module offers the opportunity to critically examine a range of specialist and inclusive pedagogical approaches. It aims to develop knowledge and understanding of evidence-based practices and interventions for the support of students with literacy difficulties both at a whole school and individual level.

Understanding Behaviour: Theories, perspectives, and best practice

The aim of the module is to enable participants to explore and understand behaviour from a variety of perspectives in order to be able to develop practice and support learners. The module will enable participants to understand and reflect on student behaviour as well as examine and develop approaches to management and learning. It will also look at how to develop and implement effective school-wide positive behaviour policies, and draws upon findings of best practice research and experience of successful schools. Further topics covered are problem solving, communication skills, social skills training, anger management and conflict resolution. Preventative strategies and approaches for encouraging and fostering a positive school environment and relationships are also covered in depth.

Exceptionally able learners: Theories, perspectives and best practice

Suitable for teachers and other professionals working with exceptionally able youngsters, this module explores the key topics teachers and others need to know about the education of these students. Among the areas covered are motivation, underachievement, peer pressure, social acceptance and dual exceptionality. Assessment skills and identification issues across the age range are also addressed. Social and emotional issues are explored and best practice guidelines for effective collaboration with parents and the students themselves are presented. There is an emphasis on whole-school planning and development to meet the diverse needs of exceptionally able students within an inclusive school context. From an evidence-based perspective we focus on how teachers can most effectively tailor their instruction to meet the educational needs of exceptionally able students. By the end of the module teachers should be able to differentiate instruction, design individualised lesson plans for gifted students, and will have a much greater understanding of the needs of exceptionally able students.

Applied Behavioural Analysis; Critical exploration and practice

Applied Behaviour Analysis is a precise, systematic and measurable method for teaching children with developmental disabilities to learn. In this module we cover all the key techniques of the ABA method, which include positive reinforcement, graduated prompting, repetition and teaching tasks in discrete steps. You will learn to apply ABA procedures in order to increase behaviours, teach behaviours and decrease challenging behaviours. You will gain an understanding of learning theory and the application of learning theory to youngsters with disabilities and you will learn how to motivate children with severe and profound disabilities to learn new skills.

Assessment

Due to the practical nature of the programme the assessment is through written assignments, and there is a single assignment of 5,000 words to be completed for each module.

For the award of MA a dissertation of 14,000 words is undertaken on completion of all the taught modules. The dissertation provides an opportunity to undertake a research project relevant to educational development in the context of the participant's role and/or practice.

Requirements for gaining an award

In order to gain a **Postgraduate Certificate**, you will need to obtain 60 credits at Level 7 (England/Northern Ireland NQF, equivalent to Level 9 in Ireland).

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 (this includes a 60 credit level 7 module of advanced independent research).

(Note: If you have existing Masters level credits (level 7 UK) in a relevant area (for example, the NASENCO award) then they can be transferred into this programme allowing you to complete your Masters in less than two years.

Further Information

ICEP Europe will be processing applications for this programme, and for more information on admissions and fees you can find our contact details below. Alternatively you can register your interest on ICEP Europe's website www.icepe.co.uk and we will contact you with additional information.

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