COURSE SPECIFICATION

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| Course Aim and Title | MA Special and Additional Learning Needs  |
| Intermediate Awards Available | PGCert, PGDip |
| Teaching Institution(s) | UEL/The Institute of Child Education and Psychology Europe ICEPE |
| Alternative Teaching Institutions(for local arrangements see final section of this specification) | N/A |
| UEL Academic School | School of Education and Communities |
| UCAS Code |  |
| Professional Body Accreditation | N/A |
| Relevant QAA Benchmark Statements | N/A |
| Additional Versions of this Course | MA Special and Additional Learning Needs by Distance/Online Learning |
| Date Specification Last Updated | June 2021 |

Course Aims and Learning Outcomes

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| This course is designed to give you the opportunity to: 1. Develop skills of early identification, intervention and assessment for a wide range of special educational needs
2. Develop detailed knowledge and understanding of specific needs
3. Develop outstanding practice in relation to special and additional learning needs
4. Engage with research and professional colleagues in developing a critical approach to inquiry within a special and additional learning needs context.
5. 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.

What you will learn:**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.*Skills for life and work (All exit awards)*1. Build upon existing skills and competencies, enhancing the quality of education for children and young people with special and additional learning needs in a variety of settings.
2. Demonstrate achievement of professional competencies which contribute to performance management and review as well as preparation for career advancement.
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Learning and Teaching

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| 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
* Knowledge-based activities with feedback
* Online discussions and collaborative activities enabling the analysis and discussion of issues, documents and materials

Thinking skills are developed through* Reflective activities with feedback
* Online discussions and collaborative activities to generate group and individual creativity, discussion and reflection
* Analysis, evaluation, enquiry and critical reflection in relation to knowledge, ideas, practice and experience

Practical skills are developed through* Activities with feedback
* Research skills-based activities with feedback
* Work based tasks to facilitate innovation and development in practice

Skills for life and work (general skills) are developed through* The demands of the study medium (e.g., distance learning)
* Planning activities with feedback
* Work based tasks to facilitate innovation and development in practice
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Assessment

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| Knowledge is assessed by* Essays within this there can be case studies and research projects

Thinking skills are assessed by* Essays within this there can be case studies and research projects

Practical skills are assessed by* Essays within this there can be case studies and research projects

Skills for life and work (general skills) are assessed by* Essays within this there can be case studies and research projects

Students with disabilities and/or particular learning needs should discuss assessments with the Course Leader to ensure they are able to fully engage with all assessment within the course.Assessment is based on university policies and all assessments have been aligned with learning outcomes for the modules and have been devised and reviewed by module leaders and the Programme committee. Due to the practical nature of the programmes all modules are assessed through coursework; each module is assessed through a single portfolio of 5,000 words (this comprises two separate assignments of 2,500 words) and the dissertation is 14,000 words. 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

For students completing the Masters, an additional Research Methodologies and Dissertation module is completed and the summative assessment for this module is a 14,000-word dissertation.  |

Work or Study Placements

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| NA |

Course Structure

All courses 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 course.

4 Equivalent in standard to the first year of a full-time undergraduate degree course.

5 Equivalent in standard to the second year of a full-time undergraduate degree course.

6 Equivalent in standard to the third year of a full-time undergraduate degree course.

7 Equivalent in standard to a Masters degree

Courses are made up of modules that are each credit weighted.

The module structure of this course:

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| **Level** | **Module****Code** | **Module Title** | **Credit Weighting** | **Core/Option** | **Available by Distance Learning? Y/N** |
| 7 | ET7901 | Autism Spectrum Disorders: Contemporary perspectives and best practice | 30 | Optional | Y |
| 7 | ET7900 | Dyslexia and literacy: Issues, perspectives and best practice  | 30 | Optional | Y |
| 7 | ET7903 | Understanding Behaviour: Theories, perspectives and best practice | 30 | Optional | Y |
| 7 | ET7902 | Inclusive Education: Collaboration and best Practice | 30 | Optional | Y |
| 7 | ET7904 | Exceptionally able learners: Theories, perspectives and best practice | 30 | Optional | Y |
| 7 | ET7905 | Applied Behaviour Analysis: Critical exploration and practice | 30 | Optional | Y |
| 7 | ET7746 | Research Methods and Dissertation | 60 | Core | Y |
| *Please note: Optional modules might not run every year, the course team will decide on an annual basis which options will be running, based on student demand and academic factors, in order to create the best learning experience.* |
| Additional detail about the course module structure:ET7746 is a core module for the MA award only and is not offered on the PG Cert or PG Dip. Students can complete other modules totalling 60 Credits to exit with a PG Cert award or totalling 120 Credits to exit with a PG Diploma award. |

The overall credit-rating of this course is 180 credits. If for some reason you are unable to achieve this credit you may be entitled to an intermediate award, the level of the award will depend on the amount of credit you have accumulated. You can read the University Student Policies and Regulations on the UEL website.

Course Specific Regulations

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| NA |

Typical Duration

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| It is possible to move from full-time to part-time study and vice-versa to accommodate any external factors such as financial constraints or domestic commitments. Many of our students make use of this flexibility and this may impact on the overall duration of their study period. **Part-Time**The **MA** can be completed part-time within 6 terms (one module per term with the Research and Dissertation Module taught over two terms) and must be completed within 6 yearsThe **PG Cert** can be completed part time within two terms (one module per term) and must be completed within 2 years of commencing.The **PG Diploma** can be completed part-time within 4 terms (one module per term) and must be completed within 4 years of commencing. **Full-Time**The **MA** can be completed within one calendar year with intakes in September and January each year. The time limit for completion is four years after first enrolment on the course.The **PG Cert** can be completed full time within one term.The **PG Diploma** can be completed full time within two terms. |

Further Information

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| This course is jointly taught by ICEPE and UEL and awarded by the University of East London. This is 50/50 partnership.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 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. UEL and ICEP Europe are equally committed to promoting inclusion and equality for people with diverse needs and learning differencesMore information about this course is available from:• The UEL web site ([www.uel.ac.uk](http://www.uel.ac.uk))• The course handbook • Module study guides • UEL Manual of General Regulations (available on the UEL website)• UEL Quality Manual (available on the UEL website)• School web pages • The course brochure• ICEPE Website: (<https://icepe.eu/university/Masters_in_Special__Additional_Learning_Needs_University_of_East_London/>)All UEL courses are subject to thorough course approval procedures before we allow them to commence. We also constantly monitor, review and enhance our courses by listening to student and employer views and the views of external examiners and advisors. |
| Additional costs:NA |

Alternative Locations of Delivery

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| This programme is delivered entirely online.  |