Programme Specification Document

Approved, 2022.02

Overview

Programme Code	36060
Programme Title	Inclusion, Special Educational Needs and Disability
Awarding Institution	Liverpool John Moores University
Programme Type	Masters
Language of Programme	All LJMU programmes are delivered and assessed in English
Programme Leader	Graham Downes
Link Tutor(s)	

Awards

Award Type	Award Description	Award Learning Outcomes
Target Award	Master of Arts - MA	See Learning Outcomes Below
Alternative Exit	Postgraduate Certificate - PC	See Learning Outcomes Below
Alternative Exit	Postgraduate Diploma - PD	Critically evaluate the existing theory and evidence base associated with inclusion, special educational needs and disability. Critically examine research methodologies relevant to the study of inclusion, special educational needs and disability. Synthesise current and original concepts for the creation and interpretation of knowledge in relation to inclusion, special educational needs and disability. Apply relevant knowledge of inclusion, special educational needs and disability to a range of complex educational situations. Critically assess current practice relating to inclusion, special educational needs and disability. Evaluate the rigour and validity of published research within different educational contexts. Apply appropriate research methodologies and data collection processes to inform the critical analysis of and reflection on practice.

Alternate Award Names	

External Benchmarks

Subject Benchmark Statement	

Programme Offering(s)

Mode of Study, Mode of Delivery	Intake Month	Teaching Institution	Programme Length
Full-Time, Face to Face	April	LJMU Taught	3 Years
Full-Time, Face to Face	January	LJMU Taught	3 Years
Full-Time, Face to Face	September	LJMU Taught	3 Years

Aims and Outcomes

Educational Aims of the Programme

- Expand critical understanding in the area of inclusion, special educational needs & disability through learning based on critical engagement with current education theory, research, policy and practice - Develop critical educational practice through analysis of reflection on and engagement with this knowledge and understanding in their professional settings - Develop professionally and personally through learning programmes at Masters level - Conduct original research in their educational setting around inclusion, SEN and disability - To provide opportunity for students to achieve their full academic potential at level 7 through study, encouraging self motivation, self awareness and application of initiative - To enable students to access, assess and apply educational research in their context

Learning Outcomes

Code	Description
PLO1	Critically evaluate the existing theory and evidence base associated with inclusion, special educational needs and disability.
PLO2	Gather, present, interpret and analyse qualitative and/or qualitative data in appropriate forms for research project purposes related to the field of inclusion, special educational needs and inclusion.
PLO3	Critically examine research methodologies relevant to the study of inclusion, special educational needs and disability.
PLO4	Synthesise current and original concepts for the creation and interpretation of knowledge in relation to inclusion, special educational needs and disability.
PLO5	Apply relevant knowledge of inclusion, special educational needs and disability to a range of complex educational situations.
PLO6	Critically assess current practice relating to inclusion, special educational needs and disability.

Code	Description
PLO7	Evaluate the rigour and validity of published research within different educational contexts.
PLO8	Apply appropriate research methodologies and data collection processes to inform the critical analysis of and reflection on practice.
PLO9	Engage in a process of critical evaluation of own value systems and conceptual assumptions.
PLO10	The preparation of a research project based on a study in appropriate depth of a topic related to inclusion, special educational needs and disability.

Programme Structure

Programme Structure Description

The award MA Inclusion, Special Educational Needs and Disability requires 180 credits (7201MA, 7202MAISD, 7203MAISD, 7204MA, 7205MA, 7206MA & 7207MA). The award of Post Graduate Diploma Inclusion, Special Educational Needs and Disability requires 120 credits from any of the following core modules (7201MA, 7202MAISD, 7203MAISD, 7204MA, 7205MA & 7206MA). The award of Post Graduate Certificate Inclusion, Special Educational Needs and Disability requires 60 credits from any of the following core modules (7201MA, 7202MAISD, 7203MAISD, 7204MA or 7205MA).

Programme Structure - 180 credit points	
Level 7 - 180 credit points	
Level 7 Core - 180 credit points	CORE
[MODULE] 7201MA Learning at Masters Level Approved 2022.01 - 20 credit points	
[MODULE] 7202MAISD SEND Policy into Practice Approved 2022.01 - 20 credit points	
[MODULE] 7203MAISD Inclusive and Effective Teaching Approaches for Learners with SEN and Disability Approved 2022.01 - 20 credit points	
[MODULE] 7204MA Contemporary Issues in Education Approved 2022.01 - 20 credit points	
[MODULE] 7205MA Developing Critical Professional Practice Approved 2022.01 - 20 credit points	
[MODULE] 7206MA Research Design Approved 2022.01 - 20 credit points	
[MODULE] 7207MA Research Project Approved 2022.02 - 60 credit points	
Level 7 Optional - No credit points	OPTIONAL

Module specifications may be accessed at https://proformas.ljmu.ac.uk/Default.aspx

Teaching, Learning and Assessment

Acquisition of knowledge and understanding is achieved through a broad range of teaching methods including lectures, tutorials, workshops, case studies and engagement with theory and research through critical reading, critical reflective practice and the use of appropriate ICT applications. Intellectual skills are developed through engagement with literature, theory and policy and through analysis and reflection on real-world professional practice, through a range of learning activities such as taught sessions, tutorials, seminars, and private study and coursework assignments as appropriate. Usually, coursework assignments require the integration of theory and practice, in order to enable participants to demonstrate the learning outcomes. Practical skills are developed throughout the programme by ensuring that critical approaches to context, policy and learning for education underpin module content and processes. Equally, critical reflection on theory, research and professional practice is a design feature of all modules. Transferable skills are incorporated within modules and related to relevant assessments as appropriate. Building on the student's experiences as they advance through the programme, the delivery of the programme begins with a largely instructor-directed approach and gradually moves to develop a student-directed learning approach in later levels, culminating in students engaging in independent research, supported by lecturers. This approach leads to more independent learning and direct student responsibility for their learning. A range of appropriate teaching methods are used across the programme, including: • Lectures • Tutorials • Workshops • eLearning • Directed independent study • Distance Learning • Group work • Presentations • Seminars Assessment will be through reflective practice assignments involving a range of assessment methods including; individual and group work tasks, presentations, essays, reports, critical reflection on professional practice accounts, action research reports and dissertations and other appropriate activities. Intellectual skills are assessed and the mode of assessment is specified in the module handbooks. The underpinning assessment strategy is reflection on professional practice from a theoretical / research perspective. Professional practical skills re-assessed within the assessment strategies.

Opportunities for work related learning

The programme is designed to meet the needs of education practitioners in advancing their knowledge, understanding and practice in educational settings. There is an expectation that study will be related to the professional workplace and some assignments may be linked to professional practice in the workplace.