

MA Inclusive Education

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Awarding institution	Bath Spa University
Teaching institution	Bath Spa University
School	School of Education
Main campus	Newton Park
Other sites of delivery	N/A
Other Schools involved in delivery	N/A
Name of award(s)	Inclusive Education
Qualification (final award)	MA
Intermediate awards available	PgCert Inclusive Education (60 credits) PgDip Inclusive Education (120 credits)
Routes available	Full time Part time Students can APL 60 credits from Postgraduate Certificate in SEN coordination (or other suitable programme)
Duration of award	1 year full time 2 years part time
Sandwich period	No
Modes of delivery offered	Campus-based
Regulatory Scheme [1]	Taught Postgraduate Framework
Professional, Statutory and Regulatory Body accreditation	N/A
Date of most recent PSRB approval (month and year)	N/A
Renewal of PSRB approval due (month and year)	N/A
UCAS Code	N/A
Route code (SITS)	INCEMDA
Relevant QAA Subject Benchmark Statements (including date of publication)	Masters Characteristics Statement (2015)
Date of most recent approval	August 2018
Date specification last updated	January 2021

[1] This should also be read in conjunction with the University's Qualifications Framework

Programme Overview

The MA in Inclusive Education focuses upon the issues within education which concern the inclusion of learners and its implications. These include philosophical, ethical and legal aspects which impact on the conduct of education in different settings. The concept of inclusion is challenging and wide ranging: modules in this programme problematize the idea of inclusion by providing opportunities for students to engage critically with the policy and practice of inclusive education. The MA is designed for those who are working in education as teachers or programme leaders as well as those who wish to learn more about this field and how it influences the way students (children, young people and adults) experience education in various national and international contexts.

Modules are taught through teaching sessions, typically lectures, workshops and whole day teaching sessions. Tutorial support is offered, particularly for writing at Masters Level.

Assessment of the modules is through coursework. The nature of the assignments varies to enable the students to develop a range of critical skills, independent thinking and academic rigour.

Students may be able to obtain Accreditation of Prior Learning (APL) of up to 60 credits. This is available where credits have been awarded up to a maximum of six years prior to registration on the MA programme. Students who have completed the Postgraduate Certificate in SEN Coordination (NA SENCo) can APL 60 credits towards the MA Inclusive Education.

Programme Aims

1. To develop confident, well informed, resourceful practitioners/policy makers/ leaders/teachers who are able to work creatively with the latest ideas about Inclusion with their own students and colleagues in a variety of contexts.
2. To enable participants to develop, plan and conduct an in-depth study of a topic which has professional relevance and contributes to their growth as experts in the field of inclusive education.
3. To foster international and intercultural dimensions of debate and discussion related to social justice, human rights and inclusive education.
4. To encourage the development of reflection as a valuable skill to support continuing professional development.
5. To extend students' expertise in the field of inclusion and broaden their career aspirations with relevance to their chosen field.
6. To deepen participants' knowledge in the area of inclusive education by enhancing critical judgement related to policy and practice.

Programme Intended Learning Outcomes (ILOs)

(NB These ILOs are at level 7 of the FHEQ)

A Subject-Specific Skills and Knowledge

You will demonstrate:

- A1 A critical awareness of professional understanding within the field of inclusive education, and the capacity to identify its significance and relevance in educational settings within national and global contexts
- A2 Critical reflection and evaluation of your own practice and that of others, as well as the ability to provide an evidence base in support of claims made for evolving competencies
- A3 An in-depth understanding of current issues and developments informed by scholarship and research, and apply this to professional situations
- A4 Knowledge and understanding of theoretical underpinnings associated with inclusive education as presented in published research and policy literature.

B Cognitive and Intellectual Skills

You will demonstrate:

- B1 The ability to articulate a clearly structured and cohesive original argument
- B2 The ability to design and manage a research project which is ethically compliant, academically rigorous and professionally relevant
- B3 Synthesis of ideas and information in an innovative format and apply them to new cases or research questions
- B4 Development of personal effectiveness, self-awareness and self-management

C Skills for Life and Work

- C1 Work Independently - Act autonomously in planning and implementing tasks in a professional context.
- C2 Work with Others - Plan for and actively engage in inclusive collaboration with others to tackle and solve complex problems and develop original insights.
- C3 Communicate with Impact - Communicate complex ideas clearly, effectively and impactfully with specialist and non-specialist audiences.
- C4 Demonstrate Digital Fluency - Use digital skills productively, critically and ethically to enhance creativity and communication in a professional context.

Intermediate awards:

PgCert Intended Learning Outcomes

A1, A4, B1, B5, C1, C4

PgDip Intended Learning Outcomes

A1, A2, A4, B1, B4, C1, C3, C4

Programme Content

This programme comprises the following modules

Key:

Core = C (everyone on programme has to do it) Required = R (for a pathway within the programme) Required* = R* (either EDU7101-30 or EDU7102-15 & EDU7103-15) Not available for this status = N/A

If a particular status is greyed out, it is not offered for this programme Subject offered as single and/or joint programme

MA: Inclusive Education*				Status	
Level	Code	Title	Credits	Single	Joint
7	EDU7128-30	Contemporary Issues in Inclusive Education	30	O	
7	EDU7123-30	Identifying and Supporting Learners with SpLD/Dyslexia 1	30	O	
7	EDU7121-30	SEN & Inclusion: Autism Spectrum	30	O	
7	EDU7113-30	Independent Study	30	O	
7	EDU7101-30	Research Methods in Social Science	30	R*	
7	EDU7102-15	Research and the Professional Part 1	15	R*	
7	EDU7103-15	Research and the Professional Part 2	15	R*	
7	EDU7104-60	Dissertation	60	C	

Assessment methods

A range of summative assessment tasks will be used to test the Intended Learning Outcomes in each module. These are indicated in the attached assessment map which shows which tasks are used in which modules.

Students will be supported in their development towards summative assessment by appropriate formative exercises.

Please note: Students choosing an optional module from outside this programme may be required to undertake a summative assessment task that does not appear in the assessment map here in order to pass that module.

Work experience and placement opportunities

The majority of students on the award will be working in educational contexts. Such experiences will be drawn upon to develop critical reflection.

Additional Costs Table

Module Code & Title	Type of Cost	Cost

A DBS certificate will be required for modules with school placements, approximate cost to student £60.

Students will also need to pay travel costs to attend placements.

Graduate Attributes

Graduate Attribute	While at Bath Spa, I will develop my ability to:	This programme will help me to do this through:
Confidently Self-Aware	Reflect on and recognise my unique skills, strengths, and values and be able to apply and articulate them in a range of different contexts.	Continuous self-reflection during discussions in class, group work, reading tasks and course assessment
Emotionally Attuned	Be mindful of how my actions and emotions impact those around me so I can better navigate difficult situations and build effective interpersonal relationships.	Supportive and collaborative learning environment where students can collaborate and develop their communications skills
Inclusive Collaborator	Contribute independently to collaborative projects while working effectively with others, valuing diversity and respecting individual differences.	Increased awareness of the needs of others and how to facilitate access for all into learning tasks and professional practice.
Adaptable Innovator	Embrace challenges, taking risks where needed and applying individual and collective problem solving.	Support to think both critically and creatively to identify solutions to invoke positive change.
Critical Thinker	Keep an open mind, ask curious questions and think creatively to gain a deeper and broader understanding of global perspectives and the world around me.	Development of the skills needed to engage critically with literature. Providing support with analysis and evaluation.
Forward Thinker	Set goals, plan ahead and utilise resources to support my personal ambitions and achieve my own version of success.	Linking the assignments to reflect own personal/professional goals, by providing opportunities to relate assessments to own settings and contexts.
Ethical Leader	Act with empathy, making decisions grounded in ethical principles while advocating for sustainability and positive social change.	Inclusive practice being embedded within teaching and learning tasks. Ethical knowledge and awareness to be incorporated across modules.
Responsible Self-Starter	Be accountable for my actions and decisions while demonstrating creativity, proactivity, and a focus on solutions.	Academic assignments, supported by class discussions and group work; will provide opportunity for self-learning and reflection.
Compassionately Resilient	Respond to setbacks with a reflective and positive attitude, flexibility and a self-caring approach.	Discussions and assessments offer opportunities to reflect on practice and find solutions to setbacks utilising all available skills and resources
Digitally Resourceful	Utilise and responsibly leverage existing and emerging technologies to solve problems and communicate.	The use of a range of digital platforms, to develop the skills needed for a supportive engagement with technology across the modules.

Modifications

Module-level modifications

Code	Title	Nature of modification	Date(s) of approval and approving bodies	Date modification comes into effect
EDU7128-30	Contemporary Issues in Inclusive Education	New module	IFE Learning and Teaching Committee, 14 June 2019	2019/20
EDU7126-30	Inclusive Teaching and Learning	New module	IFE Learning and Teaching Committee, 14 June 2019	2019/20
EDU7120-30	Including Vulnerable Learners	Module deleted	IFE Learning and Teaching Committee, 14 June 2019	2019/20
EDU7118-30	Assessment Methodology in SpLD/Dyslexia	New module	IFE Learning and Teaching Committee, 14 June 2019	2019/20
EDU7114-60	Independent Study	Module deleted	IFE Learning and Teaching Committee, 14 June 2019	2019/20
EDU7121-30	SEN and Inclusion - Autism Spectrum	Change to description and teaching and learning activities	IFE Learning and Teaching Committee, 14 June 2019	2019/20
EDU7113-20	Independent Study	Assessment change	Approved by Chair's action on 2/12/2020	2021/22
TES7101-30	English as an Additional Language	Module deleted	Curriculum Committee 16 June 2021	2021/22
EDU7118-30	Assessment Methodology in SpLD / Dyslexia	Assessment change	SQMC March 2022	2022/23
EDU7126-30	Inclusive Teaching and Learning	Module deleted	SQMC November 2022	2023/24
EDU7123-30	Identifying and Supporting Learners with SpLD/Dyslexia	Assessment change	SQMC March 2024	2024/25
EDU7121-30	SEN and Inclusion - Autism Spectrum	Assessment change, removal of part-time option	SQMC March 2024	2024/25
EDU7113-30	Independent Study	Change of contact and independent study hours	SQMC March 2024	2024/25

Programme-level modifications

Nature of modification	Date(s) of approval and approving bodies	Date modification comes into effect
EDU71190-30 Identifying and Overcoming Difficulties Learning Mathematics, Module deleted	Curriculum Committee June 2023	2024/25
EDU7118-30 Assessment Methodology in SpLD/Dyslexia, module deleted	Curriculum Committee June 2023	2024/25
EDU7125-15 Social and Educational Inclusion in Schools and their Communities removed	Curriculum Approval Panel December 2024	2025/26

Attached as appendices:

1. Programme structure diagram
2. Map of module outcomes to level/programme outcomes
3. Assessment map
4. Module descriptors

Appendix 1: Programme Structure Diagram - MA Inclusive Education

Full time study		
Level 7		
Trimester 1	Trimester 2	Trimester 3
Core Modules		
N/A	N/A	EDU7104-60 Dissertation
Required* Modules		
EDU7102-15 Research and the Professional Part 1 EDU7103-15 Research and the Professional Part 2	EDU7101-30 Research methods in Social Science EDU7102-15 Research and the Professional Part 1 EDU7103-15 Research and the Professional Part 2	N/A
Optional Modules		
EDU7128-30 Contemporary Issues in Inclusive Education EDU7123-30 Identifying and Supporting Learners with SpLD/Dyslexia 1 EDU7113-30 Independent Study	EDU7121-30 SEN & Inclusion: Autism Spectrum EDU7113-30 Independent Study	N/A
Rule Notes: Students take two optional modules in trimester 1 and one in trimester 2. Students take either EDU7101-30 OR EDU7102-15 and EDU7103-15		

Part time study		
Level 7 - Year 1		
Trimester 1	Trimester 2	Trimester 3
Core Modules		
N/A	N/A	N/A
Required* Modules		
EDU7102-15 Research and the Professional Part 1	EDU7101-30 Research methods in Social Science	EDU7102-15 Research and the Professional Part 1
EDU7103-15 Research and the Professional Part 2	EDU7102-15 Research and the Professional Part 1 EDU7103-15 Research and the Professional Part 2	EDU7103-15 Research and the Professional Part 2
Optional Modules		
EDU7128-30 Contemporary Issues in Inclusive Education	EDU7121-30 SEN & Inclusion: Autism Spectrum	EDU7113-30 Independent Study
EDU7123-30 Identifying and Supporting Learners with SpLD/Dyslexia 1	EDU7113-30 Independent Study	
EDU7113-30 Independent Study		
Rule Notes: Students must take either EDU7101-30 OR EDU7102-15 and EDU7103-15. The R* option must be chosen in either year 1 or year 2		
Level 7 - Year 2		
Core Modules		
N/A	EDU7104-60 Dissertation	
Required* Modules		
EDU7102-15 Research and the Professional Part 1	N/A	N/A
EDU7103-15 Research and the Professional Part 2		
Optional Modules		
EDU7128-30 Contemporary Issues in Inclusive Education	N/A	N/A
EDU7123-30 Identifying and Supporting Learners with SpLD/Dyslexia 1		
EDU7113-30 Independent Study		
Rule Notes: Students can take an optional module or the R* option in trimester 1. Students take either EDU7101-30 OR EDU7102-15 and EDU7103-15. The R* option must be chosen in either year 1 or year 2		
EDU7104-60 is taken across trimester 2 and trimester 3.		

Appendix 2: Map of Intended Learning Outcomes

Level	Module Code	Module Title	Status [C,R,O][2]	Intended Learning Outcomes											
				Subject-specific Skills and Knowledge				Cognitive and Intellectual Skills				Skills for Life and Work			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
7	EDU7123-30	Identifying and Supporting Learners with SpLD/Dyslexia 1	O	/			x	x			x	x			x
7	EDU7128-30	Contemporary Issues in Inclusive Education	O	x			x	x			x	x			x
7	EDU7121-30	SEN & Inclusion: Autism Spectrum	O	x	x		x	x			x	x		x	x
7	EDU7113-30	Independent Study	O	x			x	x			x	x			x

7	EDU7101-30	Research Methods in Social Science	R*	x	x		x	x			x	x		x	x
7	EDU7102-15	Research and the professional: 1	R*	x	x		x	x			x	x		x	x
7	EDU7103-15	Research and the professional: 2	R*	x	x		x	x			x	x		x	x
7	EDU7104-60	Dissertation	C	x	x	x	x	x	x	x	x	x	x	x	x

[2] C = Core; R = Required; R* = Required* either EDU7101-30 or EDU7102-15 & EDU7103-15; O = Optional

Appendix 3: Map of Summative Assessment Tasks by Module

Level	Module Code	Module Title	Status (C,R,O) [3]	Assessment method														
				Coursework						Practical						Written Examination		
				Reflective Case study	Dissertation	Critical review of literature	Action research	Portfolio	Report	Performance	Practical Project	Practical skills	Presentation	Set exercises	Written Examination	In-class test (seen)	In-class test (unseen)	
7	EDU7123-30	Identifying and Supporting Learners with SpLD/Dyslexia 1	O			2x							1x					
7	EDU7128-30	Contemporary Issues in Inclusive Education	O		1x													
7	EDU7121-30	SEN & Inclusion: Autism Spectrum	O	1x		1x												
7	EDU7113-30	Independent Study	O			1x												
7	EDU7101-30	Research Methods in Social Science	R*			1x	1x											
7	EDU7102-15	Research & the professional: part 1	R*			1x												
7	EDU7103-15	Research & the professional: part 2	R*				1x											
7	EDU7104-60	Dissertation	C		1x													

[3] C = Core; R = Required; R* = Required* Either EDU7101-30 or EDU7102-15 & EDU7103-15; O = Optional