

Special and Inclusive Education MA

Special and Inclusive Education examines the wide range of professional issues surrounding special educational needs in mainstream schools and specialist settings.

The course is concerned with the implications of inclusion for learning, teaching and pupil performance and takes account of policy and legislation.

You can focus on a range of topics, from dyslexia or autistic spectrum conditions to emotional, behavioural and social difficulties, and the study will be relevant to the classroom or workplace, with a strong emphasis on reflecting on your own practice in order to bring about school improvements that affect the achievement and motivation of your pupils.

Examples of good practice are drawn from research literature and from discussion with other practitioners. The course also acknowledges the importance of developing a research-based approach to learning.

Teaching focuses on schools, as many students are teachers or teaching assistants. However, the approach and assessment successfully includes practitioners from a range of disciplines and in workplaces such as Early Years settings, Further Education, home teaching and various clinical settings. Teachers, teaching assistants and other professionals from both special and mainstream schools, units and support teams work closely together on the modules.

How to Apply

For all taught postgraduate and PG Cert programmes, please apply directly to University of Worcester. You can download an application form, or can contact the Admissions office on 01905 855111 / pg-admissions@worc.ac.uk

Please post your completed application form to:
Admissions Office
University Of Worcester
Henwick Grove
Worcester
WR2 6AJ

Alternatively you can apply online for postgraduate programmes at University of Worcester via the [Prospects online directory](#) of postgraduate programmes. There is no fee for using the online application service.

When we receive your application form, your details will be passed to the Masters Programme Leader who will contact you to arrange an informal interview. You may include additional material, such as references, in support of your application or bring them with you to interview.

You can apply for postgraduate taught courses and PG Certs at any time, but preferably as early as possible before the start of the academic year, which begins in September.

Study options

Individual modules may be taken separately as MA options or three modules may be taken as a Postgraduate Certificate in Special and Inclusive Education with the option to build towards a Postgraduate Diploma or full Masters Degree.

Postgraduate Certificate

To gain a Postgraduate Certificate students must successfully complete three modules, which may be all taught or a combination of taught and individual study modules.

Postgraduate Diploma

After completing the Postgraduate Certificate, it is possible to complete a further three modules to achieve the award of Postgraduate Diploma

In many cases it is possible to gain credit for previous study or experience. Previous study at the same level in other institutions is recognised as transferred academic credit, and professional learning can be analysed through the completion of an Independent Study. Up to 50% of taught elements of the award for which you are registered may be achieved through Accreditation of Prior Learning (APL) or Accreditation of Prior Experiential Learning (APEL).

Get in touch

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Admissions Office
01905 855111
admissions@worc.ac.uk

Either a first or second-class Honours Degree in a relevant, cognate discipline or equivalent

If English is not your first language, you will be expected to have reached a sufficient standard on admission to the course (e.g. IELTS 6.5, with a minimum of 6.0 in each element)

Modules

Three modules examine professional issues in special and inclusive learning environments with an emphasis on critical reflection on practice:

Special & Inclusive Education in the Classroom (Part 1)

Explores the practical implications of current legislation and policy and how far current educational practice may be seen as inclusive.

Special & Inclusive Education in the Classroom (Part 2)

Builds on the foundations established in the above module but can also be taken independently of Part 1. Reflection and partnership are key issues.

Inclusion and Challenging Behaviour

Acknowledges that working with pupils with behavioural difficulties may be seen as the greatest challenge of the inclusion framework. This module examines factors and practical strategies.

Negotiated Learning (single or double module).

Assessment

Each module has five evening group teaching sessions (excluding Independent Study modules). Sessions include lectures, seminars and discussion. There are also group and/or individual tutorials, offering support for the module assessment. Students are expected to integrate professional expertise into their study and are encouraged to share their understanding.

Assessment is a 3,000-word essay for each module, with a wide choice of titles. Tutor support is seen as an essential part of the learning process, as students may not have studied recently and are often in full-time work.

Academic department

Institute of Education

“Our high quality programmes and innovative teaching methods prepare and train the very best professionals. Worcester graduates have made a huge difference in the field of education.”

Professor Chris Robertson, Head of Institute

Employability

Postgraduate study will mark you out in today's competitive job market, showing that you have enhanced knowledge in this subject area, as well as highlighting your ability to analyse, communicate and apply theory – all skills which are sought after by employers.

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<http://www.worcester.ac.uk/courses/special-and-inclusive-education-ma.html>