

MA Socio-cultural Disability Studies



Programme Overview

The postgraduate programme in Socio-cultural Disability Studies is designed for teachers, educators, and others with a personal and a professional interest in this field. The programme offers an opportunity for engagement with the key theories, concepts and ideas that will enable you to develop a deep understanding of the social, cultural and educational significance of studying disability.

This programme delves into the dynamic field of Socio-cultural Disability Studies, providing you with a comprehensive understanding of the social, cultural, and political dimensions surrounding disability. Through an intersectional lens, you will explore the complexities of disability, challenge traditional narratives and interrogate societal norms.

Why choose Liverpool Hope?

Liverpool Hope University is an excellent choice for postgraduate study in Education, combining a rich teaching heritage with a modern, research-informed approach. With small class sizes, personalized support, and a wide range of specialisms, the university offers a tailored learning experience that aligns with your career aspirations. You'll benefit from strong links to the education sector, enhancing your employability and professional networks, while studying in a vibrant, welcoming campus environment. Located in the culturally rich city of Liverpool, the university also provides flexible study options and dedicated support to help you excel academically and professionally.

Key Information

Award: MA Socio-cultural Disability Studies

Study Mode: Full-time; Part-time

Duration: 12 months full-time; 27 months part-time.

Intake: January and September.

Entry Criteria: A minimum of a Second-Class Honours degree in a relevant discipline awarded by a UK university, or an equivalent higher education qualification.

Please note that a satisfactory Enhanced Disclosure from the Disclosure and Barring Service (formally the Criminal Records Bureau – CRB) is required for students where they are required to visit settings other than their own.

For students whose first language is not English there is a language requirement of IELTS 6.0 overall (reading 5.5, writing 5.5). In addition to this, we also accept a wide range of International Qualifications.

Fees and Funding: For tuition fee information, please go to the Student Finance pages at www.hope.ac.uk/postgraduate/feesandfunding/tuitionfees/

How to Apply: For details on the application process visit: www.hope.ac.uk/postgraduate/howtoapply

School: Education.

Contact Details:

Student Recruitment,
courses@hope.ac.uk

Disclaimer: Information is correct at time of print, however programme details can change.



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Curriculum

The full masters programme (180 credits) will include the study of the following modules:

Module 1. Critical and Contemporary Issues in Education (30 credits)

The module will explore the multifaceted landscape of education, focusing on critical and contemporary issues that shape the field in the 21st century. Through an interdisciplinary lens, you will engage in deep discussions and critical analyses to develop a nuanced understanding of the education landscape. Some of the content students are likely to encounter in this course would include examination of the influence of globalisation and current educational policies on various stakeholders in education, and the integration of technology in education, considering its impact on learners and learning environments. As the focus of the course is on contemporary issues the content of the course will evolve depending on the societal issues of prominence and significance for education at the time of teaching the course.

Module 2. Critical Disability Theory (30 credits)

Focusing on critical theory from the modern and postmodern eras, this module provides a basis for an interrogation of Disability Studies and Special Educational Needs. From Freud to Foucault, Goffman to Garland-Thomson, Derrida to Davis, McRuer to Murray, and so on, the module follows the progression of critical disability theory from the early twentieth century to the present day. Though explicitly theoretical, the content of the module is grounded in experiential knowledge. Concepts such as stigma, the normate, panopticism, normalcy, narrative prosthesis, dismodernism, crip theory, aesthetic nervousness, autistic presence, and the metanarrative of blindness are explored in relation to social, cultural, and individual attitudes toward impairment, disability and education.

Module 3. Modelling Disability (30 credits)

Disability has been conceptualised in many ways and for many purposes. In the past it tended to be non-disabled people who were responsible for the conceptualising and theorising of disability. In recent years, however, thanks largely to disability activism, disabled people have taken control of the ways in which disability is modelled. In order to gain a better idea of what is meant by disability, the module takes a critical journey through religious, charity, medical, social, affirmative, cultural, and other models of disability.

Module 4. Free choice Module (30 credits)

Depending on whether you start the course in October or February you would have a free choice module which you could select from the modules available that semester. Depending on the module you choose to study, content covered would vary. Please note some modules may have specific entry requirements. The current offer includes modules covering aspects of Special Education Needs or Disability Studies; Advanced Mentoring and Coaching; Early Childhood; or Education Leadership and Management. However, for full time students owing to timetabling constraints some of the options might not be available.

Module 5. Dissertation in Education (60 credits)

You will consolidate the knowledge of your chosen disciplinary area by completing this module. In doing so you would draw on the knowledge of the different modules you have studied in this course, including the free choice 30 credit module, encouraging interdisciplinary work. With support from a supervisor, it is anticipated you will conceive, develop and complete a high-quality proposal followed by a dissertation within the field of education and aligned to the subject specialism you have opted to study. Emphasizing both theoretical foundations and practical application, the dissertation phase will equip you with the necessary skills to engage in rigorous educational research and contribute meaningfully to the academic discourse.

Teaching and Research

The structure of the programme is flexible both in content and delivery. Classes typically run in the evenings and weekends and you can join the course either in October or February. The number of classes and days you attend classes will vary depending on whether you choose to do the course full time or part time and your choice of the free choice module. Whilst the modules you would undertake as part of the PGCert are fixed you have some flexibility in the content you undertake as part of the Masters and the PGDip - one of the modules you study as part of the masters/PGDip can be a free choice from the modules running that term.

All our programmes are taught by tutors who actively research in the field. You will find that your postgraduate degree in the Faculty of Education and Social Sciences will align with one or more of the research groups/centres within the faculty.

Future Career Opportunities

You would be able to structure your award to enhance your personal interests, career opportunities and potential for promotion. The programme will enable you to undertake further research to enhance your current professional practice. Students completing this master's would be well placed to go on to do a doctorate (EdD or PhD) at Liverpool Hope University subject to meeting the entry criteria.

Please note - this course does not offer you a teaching qualification to teach in British schools but is an academic study of Education.



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