

MA Special Educational Needs and Inclusion Studies



Programme Overview

The postgraduate programme in Special Educational Needs and Inclusion Studies is designed for teachers, educators and others with a personal and a professional interest in the field of special educational needs and inclusion. The programme offers an opportunity for engagement with the key theories, concepts and ideas from disability studies in order to deepen your understanding of special educational needs and inclusion.

This programme offers a comprehensive exploration of Special Educational Needs (SEN) and inclusion, focusing on the principles, practices, and policies that foster an inclusive environment for all. The relationship between education, disability and professional and educational practices will be considered from various perspectives including an examination of how the field of SEN has evolved over time.

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 Special Educational Needs and Inclusion Studies

Study Mode: Full-time; Part-time

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

Intake: October and February.

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 6.5 overall with 6.0 minimum of all components. 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: Direct Entry

School: Education and Social Sciences.

Contact Details:

Student Recruitment,
courses@hope.ac.uk

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

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. Disability and Professional Practice (30 credits)

The relationship between disability and professional practice can be both problematic and productive. This relationship is explored in the module as an array of perspectives and expertise is considered. Training, teaching, therapy, legislation, and so on, are all manifestly praiseworthy but nonetheless warrant critical engagement. How and by whom is disability voiced within the professions? These are some of the many provocative questions that the module explores in relation to the professional context.

Module 3. Segregation, Integration and Inclusion (30 credits)

As Baglieri and Knopf (2004) suggest human differences are ordinary, yet education continues to mark out some human differential characteristics as

'abnormal' and in need of 'special' education. Therefore, this module intends to critically analyse how learner's differences have been conceptualised across time and history, examining the range of influences that have been significant to the changing landscape of what we now call Special Educational Needs\ Disability (SEND).

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 choose from the modules available that semester. Depending on the module you choose to study (please note some modules may have specific entry requirements) content covered could vary. Currently on offer including those covering aspects of Special Education Needs or Disability Studies or Advanced Mentoring and Coaching or 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 in this module in doing so you would draw on the knowledge of the different modules you have covered 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 module 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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