



THE UNIVERSITY OF EDINBURGH

PROGRAMME SPECIFICATION FOR MSc Inclusive Education

1) <b>Awarding Institution:</b>	University of Edinburgh
2) <b>Teaching Institution:</b>	University of Edinburgh
3) <b>Programme accredited by:</b>	University of Edinburgh
4) <b>Final Award:</b>	Masters of Science (MSc)
5) <b>Programme Title:</b>	Inclusive Education
6) <b>UCAS Code:</b>	N/A
7) <b>Postholder with overall responsibility for QA:</b>	Rachel O'Neill
8) <b>Date of production/revision:</b>	June 2015 / <a href="#">Updated Aug 2015</a>
9) <b>External Summary</b> (200-250 words)	<ul style="list-style-type: none"><li>Background to the discipline and subject, what it is and its place in human endeavour.</li><li>What is special about the Edinburgh experience in this degree?</li><li>What are the main programme aims (learning outcomes)?</li></ul>

Inclusive education is a contested term which, although having the possibility to transform education for marginalised and disabled children worldwide, has also been seen as a reformulation of special or separate education for particular groups. Our approach recognises the complexity and relational nature of the concept of additional needs within the broader discourse and foundation disciplines of education. It acknowledges differences between learners but seeks responses to those differences that do not reproduce exclusion or marginalisation based on difference.

Building on the strong foundations of particular professional specialisms at Moray House School of Education, this MSc will be taught by staff actively researching many aspects of Inclusive Education. The broad-ranging team has experience of working and researching in ordinary classrooms with a very wide range of learners, and evaluating the impact on pupil and staff attitudes, and with a range of technological and educational resources and approaches. There are three particular pathways through the programme which will equip some teachers to work with visually impaired, deaf or bilingual learners. The majority of students, however, will choose from a very wide range of courses to develop their understanding and critique of inclusive pedagogy.

The main programme aims are to:

- develop and appropriately apply knowledge, skills and attitudes relevant to inclusive education and the contexts in which it takes place.
- reflect critically on the relationships between theory and practice and explore issues in the implementation of educational and social principles and ideals.

- engage with and where appropriate influence policy issues and the practice of professionals in relation to the delivery of inclusive education.
- develop extended skills in research and enquiry, including the use of literature, reviewing evidence, gathering, organising and evaluating data, responding to evidence and providing critical comment.

## **10) Educational aims of programme**

This programme will build on and complement other Taught Postgraduate Provision within the School of Education. The programme is designed to provide academic development at a postgraduate level in inclusive education for recent graduates and teachers. The core content of the programme will draw from the disciplines of education, sociology, disability and childhood studies to enhance knowledge and understanding of the issues related to inclusion, and will contribute to building workforce capacity in this area in Scotland, the UK and beyond.

The educational aims of the programme are:

- To equip students with critical knowledge of the current research evidence relating to the relationship between educational and social inclusion and learning outcomes
- To provide students with knowledge and critical awareness of how research evidence informs policy and practice in inclusive education
- To provide students with the research skills to investigate issues in the field of inclusive education
- To encourage students to consider the broader implications of inclusive education on local and global challenges
- To foster the development of independent learners with transferable intellectual and study skills who can make a socially responsible contribution within their chosen career path

## **11) Programme Outcomes**

By the end of the programme, students will have achieved learning outcomes in the following areas:

### **11a) Knowledge and understanding**

Graduates of this programme will have:	When and Where?	Teaching & Learning	Assessment
1) Develop a thorough understanding of key concepts, for example ‘inclusion’, ‘inclusive education’, ‘additional support for learning’, recognising them as problematic and contested terms	Throughout programme	Lectures, discussions, tutorials	Coursework
2) Develop a critical understanding of Scottish, national and international policies and provision in relation to inclusive education	Throughout programme	Lectures, discussions, tutorials	Coursework
3) Critically engage with theoretical and disciplinary perspectives in relation to practice, and their implications for policy	Throughout programme	Lectures, discussions, tutorials	Coursework
4) Develop professional competencies required by qualified teachers of deaf and visually impaired children	Throughout programme	Lectures, discussions, tutorials	Coursework
5) Develop knowledge of research methods employed within the area of inclusive education	Throughout programme	Lectures, discussions, tutorials	Coursework

### 11b) Graduate Attributes: Research and Enquiry

Graduates of this programme will be able to:	When and Where?	Teaching & Learning	Assessment
1) Critically analyse, evaluate and synthesise relevant literature (evidence, theory and practice), issues and developments at the forefront of the discipline	Throughout programme	Lectures, discussions, tutorials	Coursework, dissertation
2) Identify and evaluate epistemological and ontological assumptions underpinning inclusive education	Throughout programme	Lectures, discussions, tutorials	Coursework, dissertation
3) Identify, define and conceptualise new problems and issues relating to inclusive education, and identify appropriate research methods to address these	Throughout programme	Lectures, discussions, tutorials	Coursework, dissertation
4) Plan and execute a significant research project including undertaking data collection and analysing data systematically	Throughout programme	Lectures, discussions, tutorials	Dissertation
5) Clearly communicate research plans, rationale and findings to specialist and non-specialist audiences	Throughout programme, planning research dissertation	Lectures, discussions, tutorials	Dissertation

**11c) Graduate Attributes: Personal and intellectual autonomy**

Graduates of this programme will:	When and Where?	Teaching & Learning	Assessment
1) Be independent learners who take responsibility for their own learning, and are committed to continuous reflections, self-evaluation and self-improvement	Throughout the programme	Lectures, discussions, tutorials	Coursework
2) Be able to exercise substantial autonomy and initiative in academic activities, including decision making on the basis of independent thought	Throughout the programme	Lectures, discussions, tutorials	Coursework
3) Be open to new perspectives, methods and creative ideas in inclusive education	Throughout the programme	Lectures, discussions, tutorials	Coursework
4) Be able to reflect on social and ethical responsibilities linked to the application of their knowledge and judgments in learning, teaching and education	Throughout the programme	Lectures, discussions, tutorials	Coursework
5) Be able to develop, maintain and sustain intellectual rigour and application	Throughout the programme	Lectures, discussions, tutorials	Coursework

### 11d) Graduate Attributes: Skills and abilities in communication

Graduates of this programme will:	When and Where?	Teaching & Learning	Assessment
1) Be able to communicate using oral and written methods to specialist (e.g., staff, fellow students) and non-specialist audiences (e.g., school staff, parents, research participants)	Throughout the programme	Through assessments, presentations, seminars, group work	Coursework, dissertation
2) Be able to use communication as a means for collaborating and relating to others including staff, fellow students, research participants	Throughout the programme	Group work, student-led presentations and workshops	Coursework, dissertation
3) Be able to engage in critical discussion demonstrating listening skills, effective use of evidence and own experience to support assertions, and clear articulation of points.	Throughout the programme	Group work, student-led presentations and workshops	Coursework
4) Be able to identify and effectively communicate with relevant individuals and organisations beyond their immediate environment	Throughout the programme	Tutorials	Coursework
5) Be able to seek and value open feedback	Throughout the programme	Tutorials	Coursework

### 11e) Graduate Attributes: Personal effectiveness

Graduates of this programme will:	When and Where?	Teaching & Learning	Assessment
1) Be able to plan, execute and critically evaluate a significant research and/or evaluation project in the area of inclusive education	Research concepts and Dissertation	Tutorials and field work	Project proposal Dissertation
2) Have the confidence to make informed decisions relating to problems and issues in inclusive education	Throughout the programme but especially Dissertation	Tutorials and field work	Dissertation
3) Be able to identify and manage risks appropriately (e.g., during fieldwork, working with vulnerable groups)	Throughout the programme	Tutorials and field work	Dissertation
4) Be able to transfer knowledge, skills and abilities to a professional context (e.g., schools, health promotion organisations)	Throughout the programme	Discussions	Coursework
5) Be able to effectively work collaboratively with others, recognising the diversity of contributions individuals can make	Throughout the programme	Group work, field work	Coursework

## 11f) Technical/practical skills

Graduates of this programme will:	When and Where?	Teaching & Learning	Assessment
1) Demonstrate an understanding of a range of barriers which different learners may face in accessing the curriculum and of processes and strategies for learning	<p><b>Deaf learners:</b> EDUA11238 Audiology and Audiometry; EDUA11239 Deaf Studies; EDUA11240 Language and Communication; EDUA11258 Placement / inclusion Deaf Education.</p> <p><b>Visually impaired learners:</b> EDUA11244 Inclusion of children with visual impairment; EDUA11247 Issues and Strategies for teaching and learning (visual impairment; EDUA11244 Inclusion of children with visual impairment; Cerebral visual impairment (new);</p> <p><b>Bilingual learners:</b> EDUA11250 The developing bilingual learner; EDUA11241 Promoting achievement and curriculum access for deaf and / or bilingual learners; EDUA11251 Bilingualism and other additional support needs</p> <p><b>Learners with specific learning difficulties:</b> EDUA11235 Specific learning difficulties: dyslexia; EDUA11237 Specific learning difficulties: co-occurring specific difficulties;</p>	Discussions, tutorials, lectures, reflections on practice	Coursework, dissertation

## **12 Programme structure and features**

(Tables of pathways through the different exit awards deleted because the simplified structure of the DPTs shows this information more clearly.)

### **Entry requirements:**

- The normal entry requirement is an upper second class honours degree in a relevant discipline, such as education, psychology, being a qualified teacher. Where an applicant does not meet these requirements consideration may be given to other equivalent academic qualifications and significant professional training and experience.
- For international students, the appropriate level of English proficiency will be required: IELTS: total 7.0 (at least 6.0 in each module and 6.5 in writing); TOEFL-iBT: total 100 (at least 20 in each section and 23 in writing); PTE(A): total 67 (at least 56 in each of the “Communicative Skills” sections and 61 in writing); CAE and CPE: total 185 (at least 169 in each module and 176 in writing)

### **Marketing, Entry and Transfer to named award**

The website will show one award, the MSc Inclusive Education. The cluster of exit routes will be shown from this main web page. All students will initially apply for the MSc Inclusive Education and after a few months of the programme will be transferred to their preferred named exit award.

### **Named awards:**

#### **Postgraduate Diploma Inclusive Education (deaf learners)**

This award is designed for teachers who are currently teaching deaf children mainly in Scottish schools and who wish to gain the competences agreed by the Scottish Government for qualified teachers of deaf children. These competences are mapped onto the courses which make up the PG Diploma (<http://www.gov.scot/Publications/2007/01/29163203/3>)

The British Association of Teachers of the Deaf has endorsed this award and supports the way it acts as a professional qualification. Students must pass each of the following courses at 50% or above and have the opportunity to resit each course once:

*Deaf Studies, Audiology and Audiometry, Language and Communication, Placement, Promoting Access to Curriculum and Assessment.*

Students who do not achieve the 50% mark after one resit cannot exit with the award to qualify as a teacher of deaf children, but they could exit with a PG Diploma in Inclusive Education.

#### **Postgraduate Diploma Inclusive Education (visually impaired learners)**

This award is designed for teachers who are currently teaching visually impaired children mainly in Scottish schools and who wish to gain the competences agreed by the Scottish Government for qualified teachers of visually impaired children (see web address above). These competences are mapped onto the courses which make up the PG Diploma. SAVIE, the Scottish Association for Visual Impairment Education, has endorsed this award and supports the way it acts as a professional qualification. Students must pass each of the following courses at 50% or above and have the opportunity to resit each course once:

*Issues and Strategies for teaching and learning (visual impairment), Assessing pupils with visual impairment, Inclusion of children with visual impairment, Cerebral visual impairment and profound and multiple learning difficulties.*

Students who do not achieve the 50% mark after one resit cannot exit with the award to qualify as a teacher of visually impaired children, but they could exit with a PG Diploma in Inclusive Education.

#### **Postgraduate Diploma Inclusive Education (bilingual learners)**

This award is designed for teachers who are currently teaching bilingual children mainly in Scottish schools. The University of Edinburgh is the only provider in Scotland of a Postgraduate Diploma in this area. Some applicants may apply with a PG Certificate about bilingual learners as Advanced Standing from Strathclyde University or UWS. Local authorities in Scotland regard this specialist PG Diploma as a benchmark for practitioners specialising in work with learners who have English as an Additional Language.

## **Progression to Masters Stage**

In order to be able to progress to the dissertation stage of their Masters programme, students must pass all taught courses in line with postgraduate teaching regulations. At present students must pass all taught courses with a weighted average mark of 50% (Grade C) and at least 80 credits at 50% or above. Students who receive an average mark between 40% and 50% will be eligible to receive the Diploma.

## **Modes of Study:**

The programme may be studied as full-time (12 months) or part-time (up to 48 months).

## **Exit awards:**

Students completing compulsory and option courses to the total of 60 credits at SCQF 11 will be eligible for the *PG Certificate Inclusive education*.

Students completing compulsory and option courses to the total of 120 credits at SCQF 11 will be eligible for the *PG Diploma Inclusive Education*.

Students completing compulsory and option courses to the total of 180 credits at SCQF 11 will be eligible for the *MSc Inclusive Education*.

Students completing compulsory and option courses to the total of 120 credits at SCQF 11 in the pathway about deaf learners will be eligible for the *PG Diploma Inclusive Education (deaf learners)*.

Students completing compulsory and option courses to the total of 120 credits at SCQF 11 in the pathway about visually impaired learners will be eligible for the *PG Diploma Inclusive Education (visually impaired learners)*.

Students completing compulsory and option courses to the total of 120 credits at SCQF 11 in the pathway about bilingual learners will be eligible for the *PG Diploma Inclusive Education (bilingual learners)*.

## **Qualifications of teachers working with deaf or visually impaired learners**

Qualified teachers who take the MSc Inclusive Education part time over two years may also be able to gain qualified status as a teachers of deaf or visually impaired children, provided they take part in the following monitored activities:

- Two days per week voluntary placement throughout the programme with deaf or visually impaired learners in educational settings
- Learning British Sign Language or Braille throughout the two years at additional cost with the Scottish Sensory Centre / Languages for All or Deaf Action.
- Assessed placement of 35 days in two settings with deaf or visually impaired learners.
- Take part in a planned programme of visits and / or engagement with seminars agreed in tutorial discussions.
- Application to the General Teaching Council of Scotland register, if required by the student

NB. This route is available to UK and EU students only because of Tier 4 visa restrictions on part time study.

## **Quality assurance:**

The programme will conform with the Assessment Regulations and three External Examiners will be appointed to ensure specialist oversight of the awards in relation to inclusive education, and about deaf and visually impaired learners. The Board of Examiners will meet in June (date to be determined to ensure marks from other Boards are available) to consider progression to MSc level. A final Board of Examiners meeting will be held in October. Further quality assurance procedures will be implemented including collecting and responding to student feedback through course evaluations and at a course level through staff-student committees.

## **13 Teaching and Learning Methods and Strategies**

Teaching and Learning strategies employed at the University of Edinburgh consist of a variety of different methods appropriate to the programme aims. The graduate attributes listed in Section 11 above are met through a teaching and learning framework which is appropriate to the level and content of the course. Within this programme teaching and learning activities will include: lectures, seminars, problem based learning activities, debates, peer group learning, dissertation, and one to one meetings with personal tutors and supervisors. Some courses will use blended learning and the programme team has an active approach to extending the use of

interactive and online learning for some courses with the aim of offering a Postgraduate Certificate available in an online distance-learning format.

The University of Edinburgh Innovative Learning Week is scheduled in Week 6 of Semester 2. During this week ‘normal’ teaching is suspended which provides space outwith the curriculum for staff and students to explore new learning activities. Some examples of the types of activities held in Moray House School of Education included additional research activities and careers sessions.

## **14 Assessment Methods and Strategies**

Courses can be assessed by a diverse range of methods and often takes the form of formative work, e.g., in class feedback on a journal paper critique which provides the student with on-going feedback, as well as summative assessment which is submitted for credit. Each course includes an opportunity for students to receive formative feedback on an early piece of work, and this often focuses on supporting academic writing. The programme has been designed to incorporate a range of assessment methods to provide the students with the opportunity to develop the key graduate attributes (see Appendix 1 Assessment Matrix). Assessment methods will include essays, oral presentation, practical assessment through a log, placement observations and portfolio, and the dissertation.

## **15 Career Opportunities**

Potential career paths, exit routes and employers include: teaching in schools, leadership positions in education, working with NGOs and third sector organisations, policy posts in education, specialist teaching or peripatetic posts in relation to visually impaired, deaf or bilingual learners, teaching in further and higher education, doctoral level research.

## **16 Other Items**

### **Fees:**

Home and EU students £8,100; overseas students £16,500 (revised 2015/2016 fees). Additional fees apply for the postgraduate diploma in inclusive education (visually impaired learners / deaf learners) of £500.

### **Order of courses:**

For the PG Diploma Inclusive Education (deaf learners) (visually impaired learners) and (bilingual learners) this means that students can start at any time of year and do not have to wait for a year to join the two-year cycle of options. For students aiming to gain the Government competences to become qualified as a teacher of deaf children on the PG Diploma Inclusive Education (deaf learners) they will take the Placement / inclusion course EDUA11258 at or towards the end of their programme. For students aiming to gain the Government competences to become qualified as a teacher of visually impaired children on the PG Diploma Inclusive Education (visually impaired learners) they will take the Inclusion of children with visual impairment course EDUA11244 at or towards the end of their programme. The order of courses will be negotiated with the student and the programme director and / or Personal Tutor.

### **Student support:**

The students will join a large vibrant postgraduate community of over 600 students in Moray House School of Education Graduate School. The students will have access to generic support for taught postgraduate students including an induction website (<http://www.blendedlearning.me/induction/>) and Handbook. Students will also attend a School induction week with generic and programme specific activities during Welcome Week. The Graduate School also organises social events throughout the year.

The students will be integrated into an active research culture and will be able to attend School and Institute seminars. Where appropriate, opportunities may be available to be involved in ongoing research projects within the Institute. The students will also benefit from the world class library facilities available at the University and be able to access on-line and print journals and up to date text books. All courses will be supported with an on-line learning environment.

Students with disabilities can receive additional support from the Student Disability Service and the Programme will incorporate Accessible Learning guidelines into the design and delivery of courses. The programme director can use fluent British Sign Language (Signature Level 6).

For pastoral care and student support all students will be assigned a Personal Tutor who will be a member of the wider Inclusive Education programme team. The Personal tutor's function is to monitor progress, provide advice on course choices and offer a first line of pastoral support for any scholarly or personal issues that may arise. The Personal Tutor will also monitor and facilitate the development of the student's Professional Development Portfolio. At the beginning of the programme each student will be provided with access to an on-line portfolio detailing the key learning outcomes for the programme. Students will self-assess their competence on each skill and together with the Personal Tutor identify strategies to address these needs. These strategies may include making use of the Institute of Academic Development, attending library skills sessions, and undertaking additional self-study using on-line resources (e.g., IS skills). Students will be encouraged to reflect on their progress at regular intervals during the programme.

### **Full time and part time students**

The programme has been arranged so that a wide range of options is available in any one year, but that most specialist courses relating to particular impairment issues are available on a two-year cycle. There is parity between the experience of full and part-time students: full time students can take one or two option courses in a specialist area then be supervised by a lecturer in this same area; part-time students can build up several courses in specialist areas over time and also continue to the MSc to be supervised by a specialist in this area if they choose an associated topic.

The timetable is to be confirmed but will be strategically planned in order to accommodate the needs of part-time students wherever possible. This means that some courses will be taught at twilight or on Saturdays. Research methods courses are available as online asynchronous workshops as many students come from across Scotland, or face to face. Most option courses will be timetabled early or late in a semester. Competitors in the areas of visual impairment and deafness, such as the University of Birmingham, have teachers completing in two years and employers usually like this. Some employers are currently experiencing severe financial restrictions and prefer their teachers to take the courses more slowly.

Full time and part time students usually benefit from learning alongside each other: full time international students make contacts which they often use later to establish sites for data collection. Part time students benefit from finding out about other education systems which puts a different perspective on options available in the UK. Social / academic events are held for PT and FT students working towards their dissertations such as coffee afternoons and seminars.

### **Timing of supervision**

Students on the MSc Inclusive Education can choose to do a dissertation using desk-based research or collecting their own data. If students want to approach schools, they need to make contact with them much earlier than mid April, when the results of the Planning Research proposal are returned to students.

Supervisors in the current MSc Inclusive and Special Education and MEd Additional Support for Learning programmes start supervising from January, which allows students time to approach schools or do periods of observation to get to know what for many of them is a new school system. The team of supervisors will accept draft ethics forms in well before the early April Planning Research deadline to allow time to redraft and submit the form to the Ethics committee. Data should not be collected before mid April, but the period March to April can be used to facilitate access to schools, colleges and youth groups etc.

## **17 Contact Details**

Rachel O'Neill  
Charteris Land 2.17  
Institute for Education, Teaching and Leadership  
The University of Edinburgh

Holyrood Road  
Edinburgh, EH8 8AQ

Tel: 0131 651 6429  
E-mail: [rachel.oneill@ed.ac.uk](mailto:rachel.oneill@ed.ac.uk)  
Skype: Rachel-paper

**Appendix 1: Assessment Matrix.**

**Proposed Programme: MSc Inclusive Education – Updated August 2015**

Continuous Assessment (weighting and length, where appropriate)												
Course Code	Course Title	Credits	Sem	Essay	Log of practical activities	Report	Presentation	Case Study	Project	In-class tests	Other	%assessment that is group/ teamwork
EDUA	Inclusive Pedagogy	20	1	3000 75%			Oral presentation 25%					25%
EDUA11174	Comparative approaches to inclusive and special education	20	1/2	4,000								0
EDUA11236	Education for All	20	2	4,000								0
EDUA11249	Collaborative Working in Children's Services	20	1/2			2,000 words supporting statement 50%	Poster 50%					0
EDUA11314	Foundations of international child protection	20	2				Poster 2,000 words 50%				Research proposal 2,000 words 50%	0
EDUA	Teachers as agents of change	20	2	4,000 80%			Oral presentation 20%					0

EDUA11247	Issues and Strategies for teaching and learning (visual impairment)	20	1			2,000 words 50%		2,000 words 50%				0
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<b>Continuous Assessment (weighting and length, where appropriate)</b>												
Course Code	Course Title	Credits	Sem	Essay	Log of practical activities	Report	Presentation	Case Study	Project	In-class tests	Other	%assessment that is group/teamwork
EDUA11245	Assessing pupils / students with visual impairment	20	1	4,000 words for FT students 100%				4,000 PT students who are Teachers of VI students 90%			PT students who are Teachers of VI students Sighted guide assessment (10%)	0
EDUA11244	Inclusion of children with visual impairment	20	2			2,000 words reflection on a visit 50%		2,000 words 50%				0
EDUA	Cerebral Visual Impairment and profound and multiple learning difficulties	20	2	3,000 75%			Presentation 25%					25%
EDUA11238	Audiology and Audiometry	20	1	2,000 50%	50%							0
EDUA11240	Language and Communication	20	2					4,000 90%		10%		0

EDUA11241	Promoting achievement and curriculum access for deaf and / or bilingual learners	20	2			4,000 words 100%						0
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Continuous Assessment (weighting and length, where appropriate)												
Course Code	Course Title	Credits	Sem	Essay	Log of practical activities	Report	Presentation	Case Study	Project	In-class tests	Other	%assessment that is group/teamwork
EDUA11239	Deaf Studies	10	1						2,000 words 100%			0
EDUA11258	Placement / inclusion Deaf Education	20	1 / 2		40%						2 assessed placement visits 60%	0
EDUA11250	The developing bilingual learner	20	1			4,000 100%		4,000 100%			Choice	0
EDUA11251	Bilingualism and other additional support needs	20	1			4,000 100%		4,000 100%			Choice	0
EDUA11235	Specific learning difficulties: dyslexia	20	2	3,000 75%			10 minute 25%					25% possible
EDUA11237	Specific learning difficulties: co-occurring specific difficulties	20	2	3,000 75%			10 minute 25%					25% possible

Other courses in the programme are generic and common across the School of Education: Sources of Knowledge, Conceptualising Research, Planning Research and Dissertation.

## **Appendix 2 – Current Programmes**

### **MSc Inclusive and Special Education**

Structure of the Programme:

The current programme is made up of 180 credits:

- Core Courses (2 courses) 40 credits:  
Comparative Approaches to Inclusive and Special Education  
Education for All
- Research Skills Courses (3 courses) 30 credits:  
Sources of Knowledge  
Conceptualising Research  
Planning Research
- Option Courses (3 courses) 60 credits: from the list below. Twenty credits can be studied from the School of Education at level 11 or from the wider University.
- Dissertation (15,000 words) 50 credits  
These courses are Level 11 courses, i.e. they are at Master's level.

Options must be agreed upon by the Programme director, prior to the start of teaching.

**2015/16** Option courses available:

<http://www.ed.ac.uk/education/graduate-school/taught-degrees/asl/option-courses>

#### **Semester 1**

Assessing pupils with visual impairment – 20 credits

Bilingualism and other support needs – 20 credits

Deaf Studies - 10 credits

Issues and Strategies for teaching and learning (visual impairment) – 20 credits

Specific Learning Difficulties (dyslexia) – 20 credits

#### **Semester 2**

Foundations of international child protection – 20 credits

Inclusion of children with visual impairment: policy and practice – 20 credits

Promoting achievement and curriculum access for deaf / bilingual learners – 20 credits

Specific Learning difficulties: co-occurring specific difficulties – 20 credits

## **MEd Additional Support for Learning**

Extract from 2014-15 ASL handbook showing the current 11 Award outcomes:

### **Pathways through the Postgraduate Certificates and Diplomas**

<i>Pathway</i>	<i>Certificate 60 credits from this list</i>	<i>Diploma 120 credits from this list</i>
Bilingual learners	<a href="http://bit.ly/1nO3QG5">http://bit.ly/1nO3QG5</a>	<a href="http://bit.ly/1tNgCMh">http://bit.ly/1tNgCMh</a>
Deaf Education	<a href="http://bit.ly/1qJAP3t">http://bit.ly/1qJAP3t</a>	<a href="http://bit.ly/1qHjTds">http://bit.ly/1qHjTds</a>
Inclusive Education	<a href="http://bit.ly/1qNsoCt">http://bit.ly/1qNsoCt</a>	<a href="http://bit.ly/1rY1QSP">http://bit.ly/1rY1QSP</a>
Specific Learning Difficulties	<a href="http://bit.ly/1xOshNp">http://bit.ly/1xOshNp</a>	<a href="http://bit.ly/1whiKKm">http://bit.ly/1whiKKm</a>
Visual Impairment	<a href="http://bit.ly/1uxAbpH">http://bit.ly/1uxAbpH</a>	<a href="http://bit.ly/1wj0qDd">http://bit.ly/1wj0qDd</a>

### **Common courses**

Collaborative Working is taken by all students.

Education for All is taken by all except those following the deaf education pathways.

The visual impairment pathway has a set order of courses which must be completed in the right order over 2 years:

Issues and Strategies for teaching and learning (visual impairment): Year 1 semester 1

Assessing Students with a visual impairment: Year 1 semester 2

Inclusion of children with visual impairment: policy and practice: Year 2 semester 2

In addition the MEd Additional Support for Learning includes:

Planning Research (10 credits)

Dissertation (50 credits)

## Timetable – core and option courses for PG Cert / Dip / MEd ASL

These are currently available on a 2-year cycle, with some available every year.

Semester	2014/15	2015/16
One	Assessing pupils with visual impairment	Assessing pupils with visual impairment
	Issues and Strategies for teaching and learning (visual impairment)	Issues and Strategies for teaching and learning (visual impairment)
	Audiology and Audiometry	Deaf Studies
	<i>Collaborative Working in Children's Services</i>	<i>Collaborative Working in Children's Services</i>
	Specific Learning Difficulties: dyslexia	Specific Learning Difficulties: dyslexia
	The developing bilingual learner	Bilingualism and other support needs
Two	<i>Education for all</i>	<i>Education for All</i>
	Inclusion of Children with Visual Impairment: policy and practice	Inclusion of Children with Visual Impairment: policy and practice
	Language and Communication	Promoting Achievement and Curriculum Access for deaf and / or bilingual learners
	Specific learning difficulties: co-occurring difficulties	Foundations of International Child Protection (new)
		Specific learning difficulties: co-occurring difficulties

### Appendix 3 Current Programme numbers and sources of funding

MSc Inclusive and Special Education – all full time

	2014-15
Home / EU	7
Overseas	9
Total	16
Graduating with MSc	Estimate 13
Graduating with PG Dip	0
Leaving with less than PG Dip	1
Deferral - illness	2

MEd Additional Support for Learning – all part time on programme 2014-15

	PG Cert	PG Dip	MEd	Total
Inclusive	2	2	4	8
Bilingual	6	1	2	9
Deaf	1	30	5	36
Specific	8	6	4	18
VI	7	23	3	33
Learning disabilities	0	0	1	1
Support for Learning	0	0	1	1
Totals	24	62	20	106
Sources of Funding	LAs: 8 Self funded: 16	LAs: 51 Self funded: 11	Government scholarships: 10 Self funded: 10	

Completing 2014-15 November 14 and June 15 exam boards

	PG Cert	PG Dip	MEd	Total
Inclusive	2		1	3
Bilingual	7			7
Deaf	2	4		6
Specific	3	1		4
VI	1	7		8
Learning disabilities				
Support for Learning				