



THE UNIVERSITY
of EDINBURGH

MSc Inclusive Education

at Moray House School of
Education and Sport

Dr Lisa Fernandes | November 2024

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The programme

- This programme addresses the need for professionals who can respond to the increasing cultural, linguistic and developmental diversity of school communities.
- The programme covers topics from education, sociology, psychology, disability and childhood studies to help improve understanding of inclusion issues.
- You will develop your knowledge, understanding, and ability to critique research, policy, and practice relevant to social and educational inclusion.



Mission Statement

- **Everybody's different**

We begin with the idea that difference is an ordinary aspect of human development, and every person is unique, with multiple overlapping identities.

- **Transformability of people's capability to learn**

We recommend rejecting notions of fixed ability. Learning is a social activity where teachers can and do act to enhance participation and achievement.

- **New ways of working**

We explore the roles of professionals and stakeholders in the widest sense of the context of meeting children's and young people's needs. This includes sharing specialist knowledge to enhance education for all and ensure no learners are marginalised or stigmatised.

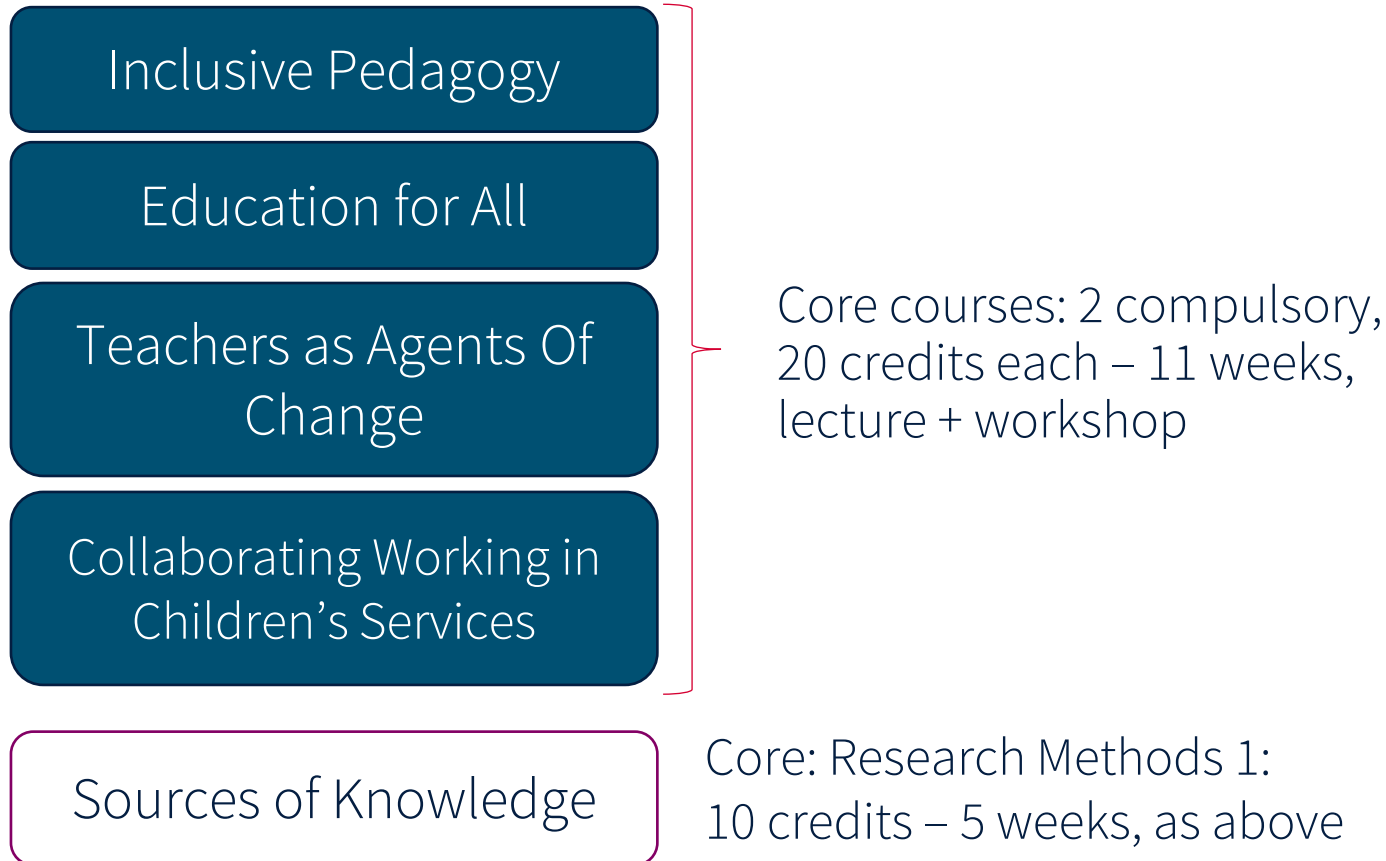


Programme structure

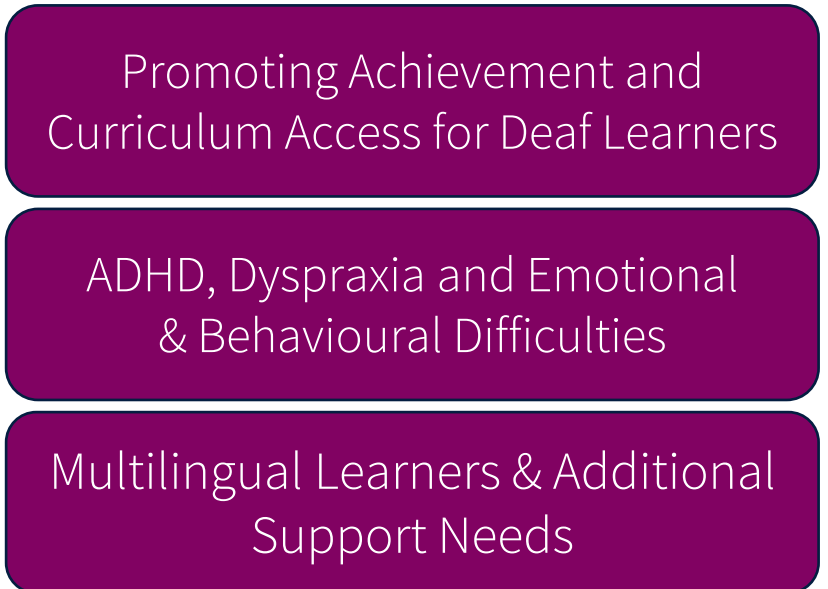
- **Postgraduate Certificate** (60 credits)
- **Postgraduate Diploma** (120 credits) – Pathways*
 - Deaf learners Pathway
 - Visually Impaired learners Pathway
- **MSc Inclusive Education** (180 credits) - Dissertation



Programme structure: example



Option Courses:
10 or 20 credits each – 11 weeks



...and many more!



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MSc Inclusive Education Dissertation

- Under expert supervision, you will complete a 12,000-word dissertation on a research topic of your choice.
- You will be matched to a supervisor and accompanied at each stage of this exciting research journey.
- Your dissertation will represent the report of a small-scale piece of research conducted and designed by you.

Dissertation = 60 credits

MSc Inclusive Education = 180 credits



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MSc Inclusive Education Dissertation - some recent examples

- Gender Factors in Teacher Bias Affecting Students' Course Selection in Chinese High Schools.
- The role of assistive technology in motivation and academic achievement for students with intellectual disabilities
- The position of deaf children in the Chinese education system and how teachers perceive the placement and learning of deaf children.
- To what extent are Nurture Rooms effective in promoting inclusion in primary schools in Scotland?
- Shadow Teachers' Views on Educational Strategies for Students with Autism: A Case Study of Shadow Teachers in China.
- Teacher attitudes towards inclusive education in Chinese elementary schools.
- Examining policy and practice for the inclusion of multilingual learners in Boston



Postgraduate Diploma (deaf learners) - Pathway

This award is designed **for teachers who are currently teaching deaf children** mainly in Scottish schools and who wish to gain the competencies agreed by the Scottish Government for qualified teachers of deaf children.

Compulsory courses: Sources of Knowledge (10 credits) and Inclusive Pedagogy (20 credits)

Option courses: Audiology and Audiometry (20 credits), Promoting Achievement and Curriculum Access for Deaf Learners (20 credits), Deaf Studies (10 credits), Placement (20 credits)

Contact: Rachel O'Neill

Rachel.Oneill@ed.ac.uk



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Postgraduate Diploma (visually impaired learners)

This award is designed **for teachers who are currently teaching children with visual impairment** both in Scottish and English schools and who wish to gain the competencies agreed by the Scottish/English Government for qualified teachers of visual impairment (QTVI).

Compulsory courses: Research Methods (10 credits) and a core course (20 credits)

Option courses: Issues & Strategies for Teaching & Learning (20 credits), Assessing Visual Impairment (20 credits), Cerebral Visual Impairment (20 credits), Inclusion of Children with Visual Impairment: Policy & Practice (20 credits), Placement: Inclusion (10 credits).

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General Teaching Council for Scotland - Professional Recognition

- The General Teaching Council for Scotland (GTCS) has accredited all of the courses in our Inclusive Education suite of programmes, most recently in January 2023.
- Students holding GTCS registration can use their learning on programmes to engage in professional reflection and self-evaluation against professional standards.
- Professional Recognition with the GTCS is an award that recognises the enhanced, significant, sustained and reflective enquiry on professional development.
- National Framework for Inclusion - The General Teaching Council for Scotland (gtcs.org.uk)



The Holyrood Campus

Learning and teaching takes place here, just off of Edinburgh's Royal Mile



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Our staff team

International, varied interests, vibrant research profiles



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See you in September!

Please feel free to get in touch

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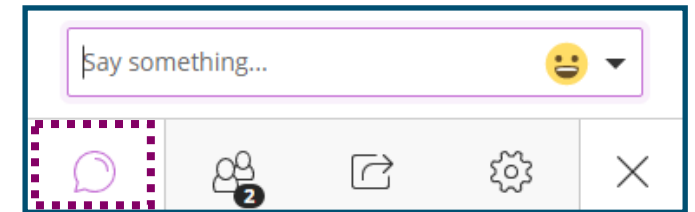


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Asking questions (Collaborate)

- Please hold all questions until the end of the formal presentation
- You can use the ‘hand raise icon’ to queue up your question
- When called upon to ask your question, type it into the “Text chat area”
- Once your question is answered, please lower your hand



Next steps...

<https://virtualvisits.ed.ac.uk/pg>



<https://edin.ac/student-chat-pg>



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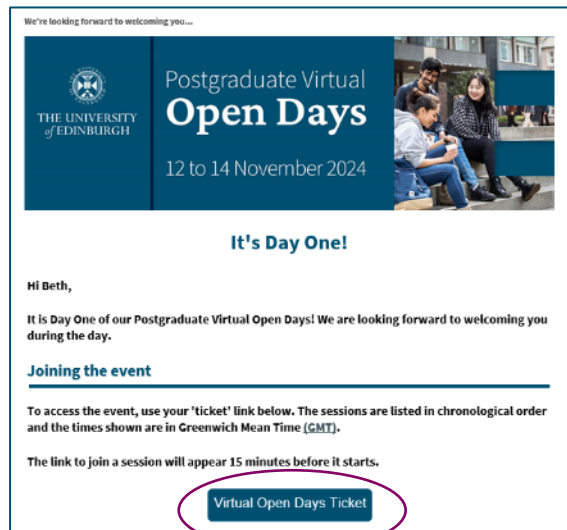
Contact details for follow-up questions

- We apologise if we did not get through all of your questions in the time allotted for this session. If you have further questions that have not been answered, please email: futurestudents@ed.ac.uk

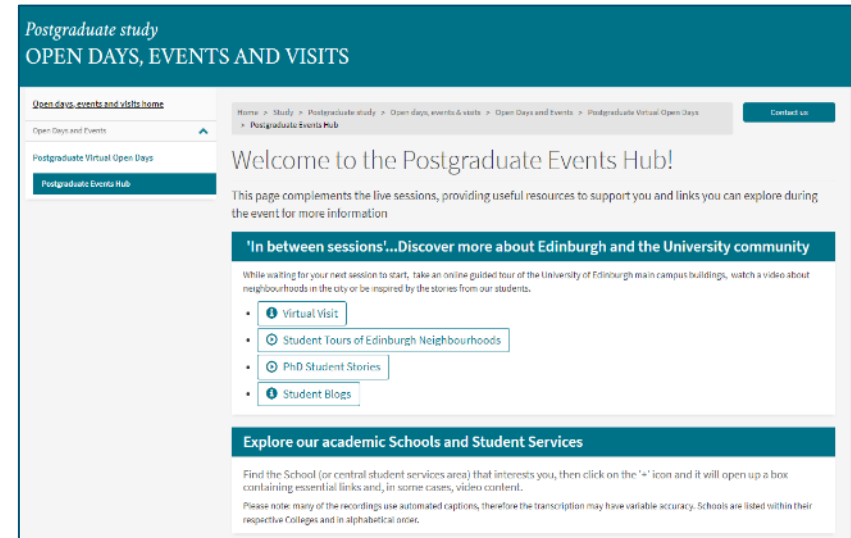


Thank you – click ‘Leave’ when the session ends

- Return to your ‘e-ticket’ to find and attend other sessions you’ve booked – by clicking on the button in the email we sent you...



- ...and visit the events hub:
- <https://edin.ac/4gZuP3G>





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Thank you

Dr Lisa Fernandes & Dr Martin Toye
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