



Til Universitetets studiekomité  
Fra Studiedirektøren

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Sakstype: Vedtakssak  
Møtesaksnr.: *Sak 4*  
Møtenr. 02/2010  
Møtedato: 18.03.2010  
Notatdato: 10.03.2010  
Arkivsaksnr.: 2010/2832  
Saksbehandler: Hanna Ekeli

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**Deltakelse i samarbeid om søknad for Erasmus Mundus for Master in Special and Inclusive Education.**

**Hovedproblemstillinger i saken:**

Institutt for spesialpedagogikk (ISP) ble i november kontaktet med forespørsel om å delta inn i et eksisterende masterprogram i Special and Inclusive education, da tidligere samarbeidspartner Fontys University i Nederland har trukket seg fra samarbeidet. ISP har deltatt i møter med Roehampton University, UK, og Univezita Karlova v Praze, Tsjekkia for å klargjøre at dette studieprogrammet er faglig interessant for dem.

Studieprogrammet er en erfaringsbasert master på 90 studiepoeng og ISP er tiltenkt å delta med et emne på 15 studiepoeng i *Inclusion* samt noe metodeundervisning og veiledning av masteroppgaver. Undervisningen på dette emnet er tenkt samordnet med det eksisterende emnet SNE4120 Inclusive Education tilknyttet det engelskspråklige masterprogrammet Master of Philosophy in Special Needs Education

**Konsekvenser for økonomi, bemanning og lokaliteter:**

Studiet er tenkt samordnet med Master of Philosophy in Special Needs Education. Kostnadsberegningene viser at dette tilbudet vil gå i balanse. Opptaksrammer dekkes innenfor eksisterende rammer og vil eventuelt bli meldt inn som del av fakultetets tilbud for studieåret 2011/2012

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**FORSLAG TIL VEDTAK:**

Studiekomiteen anbefaler universitetsledelsen å slutte seg til forslaget om å sende søknad til Erasmus Mundus MA/Mgr Special and Inclusive Education, et samarbeidsprosjekt mellom Roehampton University, UK, Univezita Karlova v Praze, Tsjekkia, University of KwaZulu-Natal, Sør-Afrika, Universiti Sains, Malazia og Institutt for spesialpedagogikk ved Universitetet i Oslo. Studieprogrammet planlegges etablert innenfor eksisterende rammer.

Under forutsetning av at det endelige forslaget til studieplan og samarbeidsavtale tilfredsstillende UiOs krav, kan rektoratet godkjenne etableringen av programmet og samarbeidsavtalen uten ny behandling i studiekomiteen.

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**UNIVERSITETET I OSLO**  
**UNIVERSITETSDIREKTØREN**

- Vedlegg:**
- **Notat fra ISP**
  - **Utkast til søknad for Erasmus Mundus**
  - **Nåværende programbeskrivelse**

FRA STUDIEDIREKTØREN

Sakstype:  
Vedtaks sak  
Saksnr. .... *Sak 4*  
Møte nr.: 02/2010  
Møtedato 18.03.2010.  
Notatdato 10.03.2010  
A-saksnr.: 2010/2832  
Saksbehandler: Hanna Ekeli

## NOTAT

TIL

### UNIVERSITETETS STUDIEKOMITE

#### **Deltakelse i samarbeid om søknad for Erasmus Mundus: Master in Special and Inclusive Education.**

#### **Bakgrunn**

Det vises til vedlagte notat fra ISP samt vedlagte skisse til programplan.

ISP ble i november kontaktet med forespørsel om å delta inn i et eksisterende masterprogram da tidligere samarbeidspartner Fontys University i Nederland har trukket seg fra samarbeidet. ISP har deltatt i møter med Roehampton University, UK, og Univezita Karlova v Praze, Tsjekkia for å klargjøre at dette studieprogrammet er faglig interessant for dem. Det nettverket som ønsker å samarbeide om denne masteresn er et eksisterende nettverk som ISP har god erfaring med og som vil passe svært godt inn i arbeidet knyttet til internasjonalisering ved instituttet.

Studieprogrammet er en erfaringsbasert master på 90 studiepoeng og ISP er tiltenkt å delta med et emne på 15 studiepoeng i *Inclusion* samt noe metodeundervisning og veiledning av masteroppgaver. Undervisningen på dette emnet er tenkt samordnet med det eksisterende emnet SNE4120 Inclusive Education tilknyttet det engelskspråklige masterprogrammet Master of Philosophy in Special Needs Education

Vedlagte programplan er programplan for nåværende studieprogram. Programplanen skal revideres slik at ISP kommer tydelig fram som partner. Formell godkjenning av endelig programplan vil bli forelagt studiekomiteen høsten 2010.

## Fakultetenes/Fakultetets behandling

Forslaget ble behandlet i instituttstyret ved ISP 18.02.10 hvor følgende vedtak ble fattet:

*Styret ved Institutt for spesialpedagogikk slutter seg til å sende søknad til Erasmus Mundus MA/Mgr Special and Inclusive Education et samarbeidsprosjekt mellom Roehampton University, UK, Univezita Karlova v Praze, Tsjekkia, University of KwaZulu-Natal, Sør-Afrika, Universiti Sains, Malazia og Institutt for spesialpedagogikk ved Universitetet i Oslo, forutsatt at det går i økonomisk balanse*

Saken ble oversendt fakultetet for videre behandling. I etterkant av oversendelse har ISP jobbet med kostnadsberegninger knyttet til dette studietilbudet. Da emnet ISP ønsker å tilby inn i dette programmet skal samordnes med et eksisterende emne vil utgifter knyttet til undervisning og administrasjon kunne holdes lavt. Da det vil bli satt av opptaksrammer til dette studieprogrammet innenfor eksisterende ramme vil veiledning på masteroppgave og sensur knyttet til dette vil gå inn i instituttets totale antall masterstudenter.

Saken ble behandlet i fakultetsstyret 09.03.2010 hvor følgende vedtak ble fattet.

*Fakultetsstyret slutter seg til forslaget om å sende søknad til Erasmus Mundus MA/Mgr Special and Inclusive Education, et samarbeidsprosjekt mellom Roehampton University, UK, Univezita Karlova v Praze, Tsjekkia, University of KwaZulu-Natal, Sør-Afrika, Universiti Sains, Malazia og Institutt for spesialpedagogikk ved Universitetet i Oslo.*

*Dekanen gis fullmakt til å oversende programbeskrivelse til Den sentrale studiekomiteen ved UiO så snart de økonomiske sidene av studietilbudet er avklart.*

Instituttleder ved ISP har 10.03.2010 bekreftet at på bakgrunn av de kostnads- og inntektsberegninger som er foretatt ønsker ISP å delta inn i samarbeidet om søknad om Erasmus Mundus status for Master in Special and Inclusive Education.

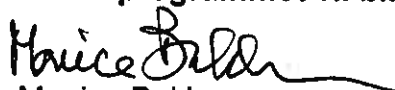
## Vurdering

ISP har vært i tett dialog med Roehampton University, UK og Univezita Karlove v Praze, Tsjekkia. ISP innehar en kompetanse som vil styrke studieprogrammet totalt sett. Deltakelse i dette studieprogrammet vil videre være faglig interessant for ISP samt være i tråd om målet om økt internasjonalisering. En samordning av dette studiet og Master og Philosophy in Special Needs Education gir god utnyttelse av allerede eksisterende undervisningstilbud og kostnads- og inntektsberegninger går dermed i balanse.

## **Forslag til vedtak**

**Studiekomiteen anbefaler universitetsledelsen å slutte seg til forslaget om å sende søknad til Erasmus Mundus MA/Mgr Special and Inclusive Education, et samarbeidsprosjekt mellom Roehampton University,UK, Univezita Karlova v Praze, Tsjekkia, University of KwaZulu-Natal, Sør-Afrika, Universiti Sains, Malazia og Institutt for spesialpedagogikk ved Universitetet i Oslo.**

**Endelig programplan utarbeides for endelig vedtak høst 2010.  
Studieprogrammet vil bli tilbudt innenfor eksisterende rammer.**



Monica Bakken  
Studiedirektør

Vibeke Grøver Aukrust  
dekan



**UNIVERSITETET I OSLO**  
**DET UTDANNINGSVITENSKAPELIGE FAKULTET**

NOTAT

**Til** Hanna Ekeli  
1:

**Institutt for spesialpedagogikk**

**Postboks 1140, Blindern**  
**0318 Oslo**

**Sem Sælands vei 7 Helga Eng's hus, 3.**  
**etasje**

**Telefon: 22 85 82 76**

**Telefaks: 22 85 82 41**

**E-post: postmottak@uv.uio.no**

**Nettadresse: www.uv.uio.no**

**Dato: 18.02.2010**

**Saksnr.: 2010/2832**

**Saksbehandler: Karianne Myrholen**

**Oversendelse av av sakspapirer til Erasmus Mundus  
prosjektet til fakultetsstyret ved UV**

Erasmus Mundus programmet MA/Mgr Special and Inclusive Education er et samarbeidsprosjekt mellom Roehampton University, Uk, Univerzita Karlova v Praze Tsjekkia, University of KwaZulu-Natal, Sør-Afrika, Universiti Sains Malaysia, Malaysisa og ISP. Instituttets kontaktperson er l.am Jorun Buli-Holmberg. Oppstart av programmet er høstsemesterert 2011. Hovedansvar for programmet er Roehampton University.

Programmet består av et 90 studiepoengs erfaringsbasert masterprogram hvor de deltagende institusjoner tilbyr forskjellige emner innen programmet og studentene forflytter seg mellom de forskjellige institusjoner. ISP er tenkt tilbudt et 15 studiepoeng modul med navnet Inclusion. Det er tenkt at deler av undervisning vil kunne samkjøres med det eksisterende emnet SNE4120 Inclusive Education som det allerede undervises i på vår engelskspråklige masterprogram Master of Philosophy in Special Needs Education. Det er også muligheter for studentene også skal følge deler av metodeundervisningen. Undervisningen ved ISP er tenkt i perioden januar - mars 2012.

For at samarbeidsprosjektet kan gjennomføres, må det opprettes en programplan og emnebeskrivelse ved ISP i løpet av våren 2010. Vedlagt ligger et førsteutkast til programmet og utkast til emneplaner. ISP er her tiltenkt rollen til Fontys University, Nederland. Endelig emneplan vil foreligge i april 2010.

På ekstraordinært styremøte 18. februar 2010 ble det vedtatt at styret ved Institutt for spesialpedagogikk slutter seg til å sende søknad til Erasmus Mundus MA/Mgr Special and Inclusive Education et samarbeidsprosjekt mellom Roehampton University,UK, Univezita Karlova v Praze, Tsjekkia, University of KwaZulu-Natal, Sør-Afrika, Universiti

Sains, Malazia og Institutt for spesialpedagogikk ved Universitetet i Oslo, forutsatt at det går i økonomisk balanse.

Med hilsen

Stig-Åge Solemsli  
kontorsjef

Karianne Myrholen  
førstekonsulent

Karianne Myrholen  
22858011 karianne.myrholen@uv.uio.no

## **Application Erasmus Mundus**

### **A.1) Academic Quality – Course content (30% of max score)**

#### **A.1.1 Objectives in relation to Needs Analysis**

The MA/Mgr. Special and Inclusive Education (EM2) is a 16 month programme, offered jointly by 3 European higher education institutions – Roehampton University in London, University of Oslo in Norway and Charles University in Prague. It will be targeted at a wide range of practitioners selected from a large number of different countries including policy-makers, managers, teachers and those working in other agencies such as non-governmental organisations which support children with a range of special needs. The focus will be on Special and Inclusive Education (SIE) within Europe and internationally. The aims of the Masters programme are to:

- Investigate and critically reflect on policy and professional practice in SIE within Europe and a range of international contexts
- Recognise, challenge and extend professionals' prior knowledge, skills and attitudes in SIE, through reflection of theory, policy and practice in different developed and developing countries (including a third country), to enhance their professional practice
- Develop professionals' skills and attitudes necessary for conducting and encouraging rigorous research and enquiry within Europe and/or internationally at an advanced level, which would contribute to the field internationally, and to local developments in their own countries.

The programme's objectives are to:

- enhance professional skills required to influence good practice in SIE at all levels of the education system, through observation and involvement in practice placements
- enhance the knowledge of those professionally involved in SIE policy and practice in Europe and internationally
- promote a clear understanding of SIE across Europe and internationally at the level of related definitions, exploration of relevant legislation and the range of policies affecting SIE, leading to consideration of the nature of provision for children with a range of 'special needs' within an international context of educational practice.
- engage in comparative research activities for the enhancement of professional practice at various levels in education to support the needs of children experiencing a range of barriers to learning and participation in schools and communities, including those categorised as having special needs .
- enable collaborative and cooperative exchanges of knowledge, understanding and practice across a range of international contexts
- facilitate collaboration between three EU Higher Education Institutions (HEIs) around their current courses in SIE, as well as institutions in two third countries - Malaysia and South Africa, which are reputable within their own contexts in terms of meeting current demands of schools, teachers and other practitioners within the system.
- plan, implement and evaluate practice-based enquiry, with a view to improving and developing practice within a selected European and international context
- disseminate their findings and provide feedback for further research and development
- develop and establish a commitment to the importance of theory, research and critical enquiry for enhanced competence in professional practice in a range of national and international contexts.



This programme is unique in comparison to other collaborative programmes in the field since it is a truly integrated programme between 3 highly-reputed EU partner higher education institutions offering post-graduate courses in Special and Inclusive education. It also includes collaboration with HEIs in 2 third countries (Malaysia and South Africa) with whom links have already been established. All the institutions involved offer the necessary expertise and distinct elements around key issues in the field of SIE to ensure a rich, vibrant and cutting-edge programme. This programme will contribute significantly to capacity-building of professionals in the field, from a wide range of international contexts, including the EU.

The new Erasmus Mundus programme MA/Mgr Special and Inclusive Education (SIE) is aligned to and informed by the UNESCO Millennium Development Goals. It responds to increasing demands for collaborative knowledge sharing and transfer in the field of special and inclusive education across North-South contexts, to build capacity, inform, influence and strengthen sustainable developments in policy and practice. The *Education for All* agenda arising from a plethora of international calls (UN, 1990, 1993, 2000, 2004 2006, Salamanca, 1994) culminating with UN Convention of Rights for Persons with Disabilities (2007) has generated a global impetus to address the needs of children living in poverty, from marginalised groups, including children with special educational needs, disabilities, girl children, and those affected by the whole range of socio-economic disadvantage. The focus is clearly on developing more inclusive education systems which respond proactively to diversity and strive to provide greater equity and equality of opportunity. (Booth, 1995; Booth and Ainscow, 1998, Booth, 1999; Corbett and Slee, 2000; Dyson and Slee, 2001; Ainscow, Booth and Dyson, 2006; Lloyd 2008). The move towards inclusion has gained strong momentum as an increasingly important educational issue throughout the world (Dyson, 1999; Pijl, Meijer and Hegarty, 1997, Lloyd, 2008) and capacity building and professional development for the wide range of professionals who work in the field have become a critical imperative. This Erasmus Mundus programme is designed to support practising professionals as they strive to address these critical agendas.

This programme builds upon the unique and extremely successful programme (Erasmus Mundus MA/Mgr Special Education Needs) offered by a different consortia (previously Roehampton University in London, Charles University in Prague and Fontys University of Applied Sciences in Tilburg). It has a different title, new partner contributions (University of Oslo which replaces Fontys), a new Programme Convenor at Roehampton University as the lead institution and a more integrated structure over a longer duration (16 months instead of 12). The new programme ensures professional relevancy and currency, as well as academic rigor. It offers a wide range of innovative learning and teaching opportunities which will enable participants, who are key practitioners in SIE from all over the world to engage critically and reflectively with important issues of policy and practice, to develop themselves professionally and build capacity for sustainability.

Agreements between the 3 institutions have been reached on inputs in the integrated programme to offer a high quality academic experience at this level, for professionals at different levels of the education system in their own countries. Agreements have also been forthcoming on the availability of various support mechanisms for students and staff i.e. academic tutorship and supervision, student services, etc. at each of the 3 European (EU) institutions, to ensure a shared commitment to a more current and innovative programme, in line with recent shifts in the field of SIE and the ever-increasing demands for capacity-building amongst professionals in this area. Modules in SIE within Masters-level programmes at each institution have been integrated across the 3 institutions. This innovative and cutting-edge programme also offers, apart from the experience in the 3 EU countries,

the opportunity to attend for part of the programme in a 3<sup>rd</sup> country<sup>1</sup> (either South Africa or Malaysia).

#### **A.1.2 Added Value**

*To what extent will this added value contribute to European university excellence, innovation and European competitiveness?*

This innovative integrated programme offered by the 3 EU institutions will enhance the attractiveness of existing programmes being offered at each institution, attracting students working within the field of Special and Inclusive education, from within and outside the EU countries involved. On an institutional level, individual programme content and teaching methodologies will be strengthened through institutional collaboration, enhancing university excellence and competitiveness nationally and within Europe. The collaboration will also provide networking opportunities for students and staff across the 3 institutions, and across SIE and other programmes within each institution, hence raising the profile of the respective institutions, as a collaborative network and individually within countries and within Europe.

Mid-terms benefits for the partner institutions will include increased opportunities for local students to learn with and alongside international practitioners from a range of different contexts and cultures. The structure of the programme will also allow cohorts to learn from each other as 2 cohorts will be running in tandem in the period September – December. Long-term benefits will include increased opportunities for staff to network with international practitioners from a range of organisations (including Ministries of Education, Further and Higher education institutions) for further capacity-building initiatives in their countries, beyond the EM2 programme. Engagement with practitioners on this programme will also enhance module content being offered in each institution in terms of updating responsiveness to the diversity of global perspectives and need within the field of SIE. The programme also offers students an opportunity to recognise and strengthen their academic abilities and to explore possibilities to engage with further postgraduate study being offered at these institutions (e.g. EdD or PhD).

#### **A.1.3 Structure, Content and Mobility**

This is a 5-year programme developed in partnership with Roehampton University in the UK, Oslo University in Norway and Univerzita Karlova V Praze (Charles) in Prague, the Czech Republic. If funded, the programme is expected to begin in September 2011. All agreements are in place to ensure a smooth start.

The length of the programme is 16 months (Sept to December of the following year). Students will spend 4 months at Roehampton (Sept-Dec), 3 months at Oslo (Jan-March) 3 months at Prague University (April-June) with the remaining 6 months (July-Dec) on their research. The first month at Roehampton (Sept) will be dedicated to a full induction programme involving all partners. During the induction month, students will be provided with detailed information on the Programme expectations and will be introduced to support systems and services at Roehampton University. They will attend sessions conducted by each partner to provide a background to each country and partner institution, an overview of developments in SIE within the local socio-economic and political context and details on tutors. After spending time at Roehampton, Prague and then Oslo, students will move to one of the 3 institutions in July to complete their research project over the remaining 6 months (July-Dec), including 2 months (Aug-Sept) in a third country. The third country experience is optional for students. The remaining students would be distributed to one of the 3 EU countries in

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<sup>1</sup> The use of 3<sup>rd</sup> countries will henceforth be in reference to 'developing' countries (Malaysia and South Africa) selected as part of this programme.

the Programme to continue their research and be supported there. Distribution will depend on student choice, the nature of the research topic, availability of tutor support and equity amongst partners. This timeframe considers the time required by students to complete their research comfortably and efficiently, particularly in the last 6 months of the programme, as well as the time required in each of the 3 countries to enable meaningful engagement with the system of special and inclusive education policy and practice in each context. The time period also provides the opportunity to collaborate effectively with the two 3<sup>rd</sup> countries in August-Sept where students will be able to engage in comparative study if they so wish.

The Programme content is fully integrated and shared equally amongst the 3 partners. It consists of a variety of learning opportunities, including field activities and placements which link to, and extend on the 5 modules outlined in the table below. These modules are already approved and offered at each institution and will form part of the jointly developed curriculum. All five modules are compulsory.

MODULE	CREDITS	DELIVERING INSTITUTION
Research Methodology	15 ECTS	Shared across all 3 EU institutions
International Perspectives in Special and Inclusive Education	15 ECTS	Roehampton University (UK)
Inclusion Education for Learners with Special Needs - Planning, Implementing and Evaluating	15 ECTS	Oslo University (Norway)
Inclusive Society – Inclusive Education	15 ECTS	Charles University (Czech Republic)
Dissertation	30 ECTS	Shared across all 3 EU institutions
<b>TOTAL</b>	<b>90 ECTS</b>	

The following table provides a clear time-frame, showing how the programme will run over the 16 months from September 2010 to December 2011 (in the first academic year of the programme), and the mobility of students in the different partner countries.

Time	Country of Residence	Modules (Black = shared, Dark Grey = individually owned, Light Grey = third country)
September	UK but Participation OS, CZ & Third Country	Induction (1 month)
September December	UK	Research Methods (UK/CZ/OS – 15 ECTS)
January March	OS	International Perspectives on Special and Inclusive Education (IPSIE) (UK – 15 ECTS)
April June	CZ	Inclusive Education (OS – 15 ECTS)
July December	UK, CZ or OS plus Third Country	Inclusive Society – Inclusive Education (CZ – 15 ECTS)
		Dissertation (UK/CZ/OS – 30 ECTS)
		Aug/Sept mobility to Third Country (optional)
		Dec Viva

## COMPULSORY MODULES

Details of the 5 compulsory modules are as follows:

### 1. International Perspectives on Special and Inclusive Education (IPSIE) (UK module) 15 ECTS

*Rationale:*

International Perspectives in Special and Inclusive Education (IPSIE) will be delivered by Roehampton. This module responds to the growing need to contextualise understandings of key concepts and developments in SIE, within an international context. Given that the proposed MA/Mgr SIE (Erasmus Mundus) Programme will continue to attract students from a range of different countries, it is necessary to provide insights into key issues and debates in the field which affect thinking and developments in policy and practice in a range of different contexts. This module provides opportunities for students to learn about, and engage with these key issues and debates, as a basis for analysing and reflecting on what may be contextually and culturally appropriate for their own contexts. Issues raised in this module will support other modules in this programme and enhance their reflections of experience within, and observation of schools in the UK, the Czech Republic and Norway. It is intended to enhance professionals' knowledge of developments in policy, practice and research internationally in this area, and support their practice in responding to the development needs in their own countries.

The *main component elements* of this taught module are:

- Disability politics exploring the issues locally, nationally and internationally
- Understanding special educational needs
- Inclusive education policy making
- International Overview of SIE policy and practice across regions, focusing particularly on 'Northern' models (with an emphasis on the UK)
- Globalisation and learning about special needs and inclusion
- Importance of cross-cultural research in understanding special needs and inclusion
- Towards special needs and 'inclusion' in the 'South'

*Assessment criteria:* The assessment will be in two parts:

- a) Student presentations (30%) – (equivalent of 1,500 words) – Students are invited to present a critical reflection on one aspect of Special and Inclusive Education they would consider as 'good practice' in countries other than their own, and how this might or might not be used, adapted or extended within their context, and why or why not.
- b) Assignment (70%) – Students will submit a written essay of 3,500 words, critically analysing and reflecting on developments in SIE and its impact on practice in at least one country, which may include their home country. They will be required to explore influences on such developments and possibilities for the further development of sustainable and culturally appropriate policy and practice within this context, drawing from relevant literature and research.

### 2. ?? (Norway module) 15 ECTS

*Rationale:*

The *main component elements* of this taught module are:

*Assessment criteria:* The module is assessed

### 3. Inclusive Society – Inclusive Education (Czech Republic module) 15 ECTS

*Rationale:* This module critically considers different views and perspectives towards aspects of ability and disability and their application for theory and practice in education and related support provisions.

The *main component elements* of this taught module are:

- Understanding the changing paradigms of disability. The module is intended to allow observation and self-awareness of different barriers to full participation by persons within society generally
- Historical overview of the development of learning opportunities for persons with SEN
- Analysis of the movement towards inclusive society and towards inclusive education, which will be supported by an introduction to various systems of assessment within SEN as well as developing systems of support in education generally
- Scientific methods of observation and description will be considered. Observation in the educational environment, case studies, discussions with stakeholders and appropriate reading will enable students, in their orientation in the field of inclusion, to make competent decisions
- The module is designed to enable SEN practitioners to consider and reflect on their knowledge gained in their professional practice and three EU countries.

The module is in accordance with the objective stated in UN Convention of Rights for Persons with Disabilities (2007) which outlines the importance of inclusive education, promoting mainstreaming and development of solidarity in society.

*Assessment criteria:* The assessment will be in two parts:

- Students will be required to submit a written essay of 5000 words focused on their critical reflections of different views and perspectives towards ability and disability in respective cultural and historical contexts. Critical reflections will be confronted with social and educational policies on national or/and international level.

#### 4. **Research Methodology** (shared UK module, Norway, Czech Republic) 15 ECTS

The *main component elements* of this taught module are:

- Introduction to research
- Literature review (incl. article critiques, citing, referencing)
- Qualitative and Quantitative Research Methodology (including paradigms)
- Developing Research Tools (Interviews, Questionnaire design, Observation, Document analysis, sampling)
- Mixed Methods, Case Studies
- International Comparative research, Collaborative Approaches
- Research Approaches with children with disabilities, Ethical issues
- Practice oriented research (link with practice placement at an institution)
- Action Research
- Critical reading
- Reporting on the Enquiry

*Assessment criteria:* The assessment will be in two parts:

- Assignment (50%) - Students will be required to submit a written essay of 2,500 words, critically analysing studies reported in 2 academic articles from peer-reviewed journals. The 2 studies should focus on an area of interest they intend completing their own research in. They will be expected to analyse and compare the methodologies used in the studies as well as related ethical considerations, highlighting strengths and weaknesses and recommending

improvements for tighter, more rigorous methodological approaches and ethical considerations, where necessary.

- Research proposal (50%) - students will be required to submit a research proposal of 2,500 words, providing a rationale for their intended study and key questions for enquiry, the proposed methodology, details of the sample, methodological tools for data collection and analysis, etc.

#### **5. Dissertation (shared module, UK, Norway, Czech Republic) 30 ECTS**

*Rationale:* This module is designed to enable students to undertake an extended piece of work in an area of their own interest relevant to their professional practice in the area of SIE and in so doing, demonstrate the application of forms of educational inquiry and specific strategies for collecting, analysing, interpreting and validating data within a range of educational contexts within Europe and internationally (including in a third country if they so wish). The dissertation also enables the student to synthesise learning and practice from the preceding modules and to contextualise these elements in a concentrated research project. The module is designed so that students may become autonomous and independent critical researchers into areas of advanced interest and concern in education and practice. The module aims to provide a research focus for students to test arguments, assumptions, hypotheses and models of professional practice, including those relating to their own experience.

*Assessment criteria:* The assessment is by successful completion of a written dissertation with a maximum of 20,000 words in English. The dissertation will be based on research conducted in any area of interest related to SIE. Students will also be required to have their work assessed through an oral Viva.

Two copies of the written Dissertation work will be submitted, bound according to the regulations of the 3 European institutions. Students will also be expected to submit the dissertation electronically so that it can be stored and accessed in the partner Universities' Learning Resource Centres.

In order to gain the MA/Mgr. SIE award the student must successfully complete 90 ECTS.

#### **FIELD ACTIVITIES AND PLACEMENTS**

As part of the overall curriculum, students will visit a selection of mainstream and special schools within in each country to gain an insight into local policies and practices related to special and inclusive education. They will spend time in one or more setting (eg. Schools or NGOs) during their stay in all 3 countries and as part of their research (including in the 3<sup>rd</sup> country if they choose this option). These experiences will help them to investigate and critically reflect on policy and professional practice in SIE within Europe and in a third country, thereby enhancing, challenging and extending their knowledge of special and inclusive education in Europe and internationally as professionals in the field. The experience of conducting their research within and/or across institutions in one or more of these contexts, will further enable the engagement with comparative research for the enhancement of professional understanding, practice and policy developments associated with more inclusive systems to support learners currently experiencing barriers to learning and participation, including those categorised with special needs in their own countries.

#### **A.1.4 Learning Outcomes, future academic opportunities and employability**

##### **LEARNING OUTCOMES**

The programme will be targeted at a range of practitioners (including policy-makers, managers, teachers, those working in non-governmental organisations which support children and learning,

etc), selected from a range of different countries. The programme will provide a platform for skills development through observation of practice during school visits and through extended visits, as well as learning and knowledge sharing amongst students from a wide range of international contexts.

By the end of the programme, students will gain a deep insight first hand into different systems of policy and practice in SIE in the UK, Norway and the Czech Republic, as well as South Africa and Malaysia if the students take up this opportunity. Such insights will provide a basis from which to engage with key development components in SIE which they may, as practitioners, adapt and apply in their own countries, to ensure more sustainable and meaningful change. Ultimately the experience will build capacity on an individual as well as on a wider level in the target countries. Firstly, through the professional development of target practitioners within their communities of practice (e.g. schools, local communities, ministries of education, etc), and secondly through continued collaboration between the partner institutions and alumni in the development of training programmes and other initiatives in the target countries, beyond the programme.

Students who successfully complete the programme will have acquired competences related to knowledge and understanding as well as cognitive, practical and key skills.

### **Knowledge and Understanding**

The students will:

- Systematise their knowledge and understanding of advanced theoretical developments in the field of SIE
- Develop an understanding of policy-making and practice in SIE and the roles and skills of professionals required at all levels within the education system as well as outside, e.g. at government, local authority, and school level, as well as the contribution of other local agencies in supporting the needs of learners with a range of special needs
- Have a commitment to the importance of theory, research and critical enquiry for enhanced competence in professional practice in an field related to SIE
- Have a sound theoretical knowledge of recent and current theoretical, critical and empirical research pertaining to SIE.

### **Cognitive Skills and Practical Skills**

The students will:

- operate in complex and unpredictable and/or specialist contexts related to the field of SIE, and have an overview of the issues governing good practice and policy-making in this field.
- demonstrate an increase in self-awareness, including a realistic assessment of their existing abilities and future development
- Demonstrate an enhancement of skills in the design, application and evaluation of research in education, with special reference to SIE and their professional needs, as well as the needs within their context in terms of policy and practice models
- Demonstrate an enhancement of their personal, social and academic skills required for effective advanced level academic study.

### **Key Skills**

In addition to the 'skills' listed above (which all involve a 'transferable' component), the students will be expected to develop the following key skills:

- The ability to devise, manage and bring to completion varied-format projects (including a research project), working to deadlines and presenting findings in a variety of formats

- The ability to work independently and under supervision as an individual and as part of a team
- IT and computing skills (including data gathering and processing, bibliographic searches, word-processing, use of the internet, e-mail and other new media)
- The ability to listen to, engage with, conflicting intellectual opinions and positions

#### **FUTURE ACADEMIC OPPORTUNITIES**

The programme offers students the opportunity to recognise and strengthen their academic abilities and to explore possibilities to engage with further postgraduate study (e.g. EdD or PhD).

#### **EMPLOYABILITY**

The programme aims to extend and build on participants' prior skills, knowledge and experience in the field to support their professional roles within in their countries, either as practitioners, policymakers and individuals working within settings supporting developments in inclusive education policy and practice. Experience from the previous programme suggests that many are promoted to senior positions within ministries of education, to lead on developments in inclusive education or employed, if they are not already, as teacher trainers at higher education institutions or teacher training colleges. Others continue to support and influence developments in practice at school-level, maIOSy in management roles as Headteachers or fulfilling new roles as Special Needs Coordinators and Specialist Teachers, particularly in countries where these roles have not been established as yet.

#### **A.1.5 Consortium Composition and Expertise (refer attached CVs for more detail – Annex 2)**

##### **EU HIGHER EDUCATION INSTITUTIONS**

The 3 HE institutions in the consortium are the following:

##### **1. Roehampton University, London, UK**

Roehampton University was established in 2004 but its constituent colleges were all founded in the 19<sup>th</sup> century: Whitelands (1841), Southlands (1872), Digby Stuart (1874) and Froebel (1892). Their various traditions have helped form the university's ethos; a commitment to social justice, personal development, openness of thought and belief in equality and diversity. Roehampton University comprises 8,700 students (including 3000 at postgraduate level) made up of 120 nationalities. It employs 1,300 (FTE) staff. Students can choose from 70 postgraduate programmes. Its emphasis on access is borne out by the student profile: 40% are from ethnic minorities, 60% are first generation entrants into Higher Education and 98% have come from state schools. 57% of Roehampton's students come from the local community. With historic buildings set in 54 acres of parkland, Roehampton is the oOSy campus-based university in London. The core business of the university is carried out via 4 Schools and is focussed in the areas of education, arts, business, social sciences, psychology and the biological sciences. This bid is supported by the School of Education where Special and Inclusive Education (SIE) may be studied at postgraduate level through different pathways. It has an international reputation for high quality training in Education at both undergraduate and postgraduate levels. The School of Education is the largest provider of teacher training in London and one of the principal providers of Initial Teacher Education nationally. It also has a strong reputation in Early Childhood Studies and has links with over 20 Local Education Authorities. Staff teaching and researching in this field have national and international reputations. In the Research Assessment Exercise 2008, 80% of the University's total research was rated as "internationally recognised" and over a third was classified "internationally excellent" or "world leading". The University is the oOSy institution in the UK which co-ordinates two (EM SEN and EM HRP).



## **2. Univerzita Karlova v Praze (Charles University), Prague Czech Republic**

Univerzita Karlova v Praze (Charles University) was founded in 1348; it is therefore the oldest University in Central Europe. Univerzita Karlova v Praze's Faculty of Education was opened in 1946. At present, this Faculty is one of the seventeen faculties in Univerzita Karlova v Praze having 4,600 undergraduates. Its objective is the training of teachers for all types and categories of schools and other educational institutions. It specializes in the field of pedagogy, pedagogical and school psychology and the methodology of teaching. The Faculty of Education also offers programmes for life-long education for university graduates. The Faculty is engaged in research activities carried out by individual departments, the Institute of Research and the development of Education, the Institute of the Professional Development of Educational System Employees, and by the specialised boards supervising the exchange of scientific/scholarly expertise and practical experience, conducting joint research projects, and contributing at international meetings between university teachers and students.

## **3. University of Oslo, Norway**

The University of Oslo is Norway's largest and oldest institution of higher education. It was founded in 1811 when Norway was still under Danish rule. Today the University of Oslo has approx. 27 700 students and 5 900 employees. Four Nobel Prize winners indicates the quality of the research at the University. The Faculty of Education at the University of Oslo is Norway's only integrated educational science institution, and one of Europe's largest. With nearly 300 staff members working within and across disciplines, the Faculty contributes to theory and applied knowledge in academic institutions, schools, the private sector, and in public policy. There are approximately 70 staff members in the including 17 Research Fellows (Ph.d) in the Department of Special Needs Education (DSNE), which comprises the largest community of Special Needs Education (SNE) in Norway. DSNE cooperates with international and Norwegian research institutions and organizations in the field of special needs education. A total of roughly 900 students receive foundational or intermediate-level instruction, or partake in the professional programme in Special Needs Education.

## **3<sup>rd</sup> COUNTRY INSTITUTIONS**

Opportunity for third country involvement in either Malaysia or South Africa over 2 months in the latter part of the academic year (August and September) has been included as part of the programme. This is a new and exciting dimension which is intended to enrich and support the student experience in addition to their experience in the 3 EU countries. It will provide opportunities to gain first-hand insights into an additional geographical, socio-economical and political context which may be closer to their own countries. It supports cutting-edge thinking around the development of reflexive research and understanding in the field which is about investigating, and reflecting on and across different contexts (e.g. Booth, 1999). Students will critically engage with key issues in the field during the period of their research; the outcomes of which are to inform more sustainable and culturally appropriate professional development and practice and to extend and build on their prior knowledge and experience in the field.

The two 3<sup>rd</sup> countries chosen are South Africa and Malaysia since the majority of students come from the African and ASEAN (Association of Southeast Asian Nations) regions and both countries have expressed interest in developing as Education hubs within their regions. Institutions identified within each of the two countries are:

- Universiti Sains Malaysia (USM), Penang, Malaysia
- University of KwaZulu-Natal (UKZN) in Durban, South Africa

The contribution of the two 3<sup>rd</sup> country institutions – USM in Malaysia and UKZN in South Africa - will be fully integrated into the programme. Links with each of these institutions are at an advanced stage with the intention of formalizing agreements over the next year for implementation in 2011. Roehampton University already has a British Council-sponsored Prime Minister's Initiative grant to develop Continual Professional Development Training with USM in Malaysia. Links with UKZN in South Africa are part of ongoing collaboration with an academic on the core team. These link institutions in both countries are reputable Higher<sup>3</sup> Education institutions offering post-graduate programmes including modules related specifically to the area of SIE.

The student experience in each of the 3<sup>rd</sup> countries will involve participation in sessions focusing specifically on the national context and local developments in SIE. Student interactions with local and international professionals and practitioners will form part of this experience. School and/or appropriate practice visits and/or research at a site in this context, if the student chooses to conduct a comparative study, will be included. Co-supervision by tutors at these institutions will also be available during the 2 month stay. Staff from these two Universities will be invited to provide insights into developments in SIE within their own context during the initial induction month either through a face-to-face session at Roehampton University or through video-links. Video-conferencing and other communication technologies such as email, Voice-over-Internet-Protocol (e.g. Skype) will be explored to facilitate remote collaboration.

Details on each of two 3<sup>rd</sup> country institutions are as follows:

#### **University of KwaZulu-Natal (UKZN), Durban, South Africa**

The University of KwaZulu-Natal (UKZN) was formed on 1 January 2004 as a result of the merger between the University of Durban-Westville and the University of Natal. The new university offers students the choice of five campuses in and around the city of Durban and comprises eight faculties, including the Faculty of Education. The University KwaZulu-Natal is one of the leading educational institutions in South Africa, and is widely recognised as an academic centre of excellence in Africa. Its mission is to be the "premier university of African scholarship." The University strives to enhance the quality of its work and the experience of its students and staff through international partnerships which it maintains with a number of universities across the world. It is a popular destination for international students wishing to be at the heart of cutting edge change where high-tech solutions, based on in-depth research, are being developed in response to some of the world's most pressing problems and challenges. The commitment of the University to internationalisation is embedded in its stated intention "to be a world class university and an active global player." The University is committed to exchanges of information and skills with regard to training and development within SADC countries, the rest of Africa, and the rest of the world. Highly rated scientists and other academic staff offer original and often unique courses across a wide range of disciplines including special and inclusive education, many designed to respond to the needs of developing countries. It has a fully-fledged International Relations office with experienced staff who provide ongoing assistance to international students at UKZN. Support is provided to full-time degree students as well as those who are here for shorter periods. The Faculty of Education at UKZN offers programmes of study in three broad areas, including Postgraduate Studies - Honours, Masters and Doctoral programmes. The Faculty has strong national and international reputations for teacher education programmes, adult education, workplace learning and higher education.

#### **Universiti Sains Malaysia (USM), Penang, Malaysia**

University of Science, Malaysia (USM) was established in 1969 and is a public university with its main campus situated in Penang, Malaysia. There are two other branch campuses, one in maiOSand Penang, and the other in Kelantan, on the East Coast of Peninsular Malaysia. With around 29,789

students USM is one of the biggest universities in terms of enrolled students in Malaysia. The number of lecturers is about 1606. To date, 24 Academic Schools including the School of Educational Studies, 14 Centres and 7 Units have been established. USM is one of three universities in Malaysia that have been identified as research-intensive universities in Malaysia, with the other being University of Malaya and Universiti Putra Malaysia. This is in tandem with its mission and vision to be a world-class university embarking on world class research programmes via strategic planning and implementation of its R&D mechanism. The university has qualified academic staff and excellent human resource support in order to realise its mission

## **STAFF EXPERTISE**

### **ACADEMIC STAFF**

The core teaching staff on this programme, from each of the 5 partnering HEIs listed above, include highly respected academics with national and international reputations, recognised for their research and publications in SIE. These are highly qualified and experienced professionals have all been teaching for between 15 and 30 years in the field of SIE and research methodology in their own and other contexts, and have researched and published widely both locally and internationally. They have a breadth of knowledge and experience, in terms of education and research and professional practice in their own and others' contexts, as well as up-to-date knowledge and skills thus ensuring that the objectives of the programme are met in terms of the quality of content and delivery.

Their experience in a range of higher education institutions (in the UK, Norway, Czech Republic, Belgium, Denmark, Malaysia, Singapore, and South Africa) includes working at undergraduate and postgraduate level in SIE, supporting research at all levels, as well as the delivery of off-site professional development training programmes in SIE and related areas in local schools, local education authorities (e.g. a Certificate on Autism; MA in Special Education at the University of Pedagogical and Technological Education in Cyprus, Athens and in Dublin) and at other related (e.g. Teacher Training & Development Agency in the UK).

Their professional practice based experience includes teaching and management at school level, work at local education authority and ministry of education level (e.g. Ministries of Education in Norway, England and South Africa), consultancy and advisory work in SIE, as well as management in HEIs. Experience also includes involvement in national policy development in SIE and related areas such as curriculum and consulting on issues of Special needs, disability and Inclusive Education locally and internationally (e.g. Singapore, Taiwan, South Africa, Bhutan).

Research contacts, networks and collaborative partners have included amongst others the European Commission, the Finnish Government, the Swedish International Development Agency (SIDA), the Association of Teacher education in Europe (ATEE), the International Association for Scientific Studies of Intellectual Disability, the National Organisation for Research in Rehabilitation of Visual Impairment, the Academic Network of European Disability Experts (ANED), British Education Research Association (BERA), European Research Association (EERA), Inclusion International, Inclusion Europe, the Education Trust in India, the National Ministries of Education in South Africa, Grenada, Seychelles, Botswana, Kenya, Uganda, Swaziland, Bhutan, the Ministry of Children Families and Sport, Singapore and a range of HEIs across the world.

### **ADMINISTRATIVE STAFF**

All the partners are confident that there are adequate human and financial resources to implement this bid including the specific administrative personnel in each institution supporting the bid. All the partners have dedicated administrators (including financial administrators) for the EM students.

Administrative staff at Roehampton and Charles Universities who were part of a similar programme, have 5 years experience of dealing with the complexity of such a unique programme.

Given the level of expertise and the reputations of staff, we are confident that we can meet the objectives of this MA/Mgr Programme in SIE successfully. The level of interest shown over the last 5 years in the previous programme, indicated by escalating numbers of applicants year on year, demonstrates the calibre of professionals offering a high quality programme and an excellent student experience for practising, developing professionals.

#### **INVITED SCHOLARS**

Invited scholars, as part of the EM Scholar initiative are also integral to this programme. High calibre academics (with doctorates and/or professorships) from institutions across 3<sup>rd</sup> country regions working in this field, will be invited to network with staff and students on the programme and within each institution, hence creating opportunities for further institutional networking and collaboration extending beyond the EM programme. Their key role would be to participate actively in the programme for a period of three months and will have one of the Universities as their main host. They will visit one or both of the other Universities for a period of at least two weeks. Each University will have one tutor who is responsible for providing support and developing a schedule of activities for engagement with students and staff on the EM programme, as well as opportunities to contribute to seminars or talks at the institution for all students and staff. The scholar's role will be to conduct a short research project within this time and by the end, write a report of their experiences and their research during their stay in Europe. They will also act as a critical friend, interacting with and supporting students on the Erasmus Mundus Programme. They will be invited to present a paper on an area related to their area of interest and expertise and will be encouraged to present at the programme's annual conference.

#### **A.1.6 Interaction with the professional socio-economic/scientific/cultural sectors**

Interaction with professional sectors will be at programme and student level. Participants will visit and spend time in schools in the UK, Czech Republic, Norway, Malaysia and South Africa, arranged by the partner institutions and facilitated by their International Offices. These first-hand experiences will allow participants to gain insight into the education system and practice related to SIE and to collect data related to their specific professions in their own countries. As part of the experience they will be introduced to, network and continue collaboration (if they so wish beyond the programme) with practitioners within each of these contexts.

An innovative and competitive networking strand of the programme will be the annual Erasmus Mundus Conference to be hosted jointly by the programme partners. This is an opportunity for participants on the programme to network with international practising professionals in the field through poster presentation sessions and papers related to their research dissertation topics. As a result of the last conference as part of a similar programme, staff and students have been invited to participate in writing a special edition of the International Journal of Inclusive Education. Based on its notable success and outcomes for participants, this innovative initiative will continue into this programme.

Participants will interact with other EU and international practitioners on the taught modules offered in all the partner institutions. They will also interact with a range of local stakeholders in the 3 EU countries through:

- Public seminars which are organised as part of the overall School of Education programme (UK)
- Schools visits
- Meetings with stakeholders – policymakers, NGOs, municipalities, schools, practitioners, etc. (all)
- Discussions with members of the expert panel established as part of this programme (see de
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*What type of involvement, if any, do these actors have in the course implementation (course evaluation, internship, financial sponsors, research providers, employment perspectives, etc.*

Members of the expert panel established as part of this programme (refer details in A.5.2), for example, will be invited to contribute to sessions, for example on international perspectives in special and inclusive education (IPSIE module). Inclusion International from which one of the members originates as well as other NGOs and stakeholder organisations working in Europe and elsewhere who have links with the 3 partner institutions, will be approached to provide work experience opportunities, funding for participants' research and/or role as research officers/fellows; all as part of internship or employment after completion on the programme.

## **A.2 COURSE INTEGRATION (25% of the max score**

### **A.2.1 Integration**

The programme is truly integrated and has been jointly developed. The programme is shared across the 3 EU countries (UK, OS and CZ), with added experience in a third country (Malaysia or South Africa). Joint academic regulations for all 3 partners have been agreed and marking and grading systems have been recognised (refer details in A.2.4).

All modules in the Programme (as detailed below) are all compulsory and offered in the 3 EU countries, not in the third countries. The Third country experience is optional and will not involve any assessment.

<b>MODULE</b>	<b>CREDITS</b>	<b>DELIVERING INSTITUTION</b>
Research Methodology	15 ECTS	Shared across all 3 EU institutions
International Perspectives in Special and Inclusive Education	15 ECTS	Roehampton University (UK)
Inclusive Society – Inclusive Education	15 ECTS	Charles University (Czech Republic)
(Inclusion Module)	15 ECTS	Oslo University(Norway)
Dissertation	30 ECTS	Shared across all 3 EU institutions
<b>TOTAL</b>	<b>90 ECTS</b>	

Research Methods is a taught module and remains separate from the Dissertation module, although contributing to the development of the framework for the dissertation. The dissertation framework also draws together relevant literature and evidence from the other 3 modules (IPSIE, Inclusion OS and Inclusive Society), ensuring integration within the programme.

Modules offered separately at Roehampton, Oslo and Charles are recognised and approved by the respective institutions. These modules – IPSIE (UK), Inclusion (OS) and Inclusive Society–Inclusive Education (CZ) – link to each other in terms of offering insights into perspectives on policy and practice in each of the 3 countries and internationally. Shared modules which are delivered across the 3 EU institutions (i.e. Research Methodology and Dissertation) have been approved.

The third country institutions have been critically appraised using Roehampton University's due diligence process, including site visits and MOUs will be formalised before the start of the programme. All staff involved in teaching and tutoring in these institutions meet the quality criteria for teaching at Masters level and their CVs are attached. The work done in the 3<sup>rd</sup> countries will be part of modules validated within the MA/Mgr SIE programme and the student experience will be monitored to ensure equitability across all partners in the consortium.

Teaching, learning and supervision standards for a Masters programme at Higher Education level, as well as criteria and procedures for application, selection, admission and examination, are comparable to the 3 EU institutions in the partnership, which was the basis for selection.

#### **A.2.2. Recognition and Official degree award (Annex 4)**

The study programme has been fully recognised by all participating institutions and quality assured by different agencies in each country, as explained in more detail in A.5. It has received the full support from Senior Management:

The MA/Mgr degree has recently passed the five yearly University Accreditation Panel (UAP) at Roehampton University and next needs to be approved in 2014. The MA/Mgr degree is fully accredited by the Czech Authorities for Charles University and will need to revalidate in 2010 and every five years subsequently. At Oslo.....

The post-graduate degree will be awarded by Charles University and Roehampton University as a **joint MA/Mgr Special and Inclusive and Education** from Roehampton and Charles.

Type of Degree Awarded: Joint Degree MA/Mgr. accredited by in Prague by the Ministry of Education, Sports & Youth until April 30, 2012. Roehampton University approved at University Approvals Panel on 15<sup>th</sup> March and will be ratified by the University's May Senate until April 2014. Both awards have been validated by the respective partner institutions and recognised by their awarding bodies. This Programme is a fully and genuinely recognised joint MA Award with Roehampton and MGR with Charles the awarding institutions. Both of these are nationally recognised; in the case of Roehampton this is done using internal validation processes (inspected by the UK Quality Assurance Agencies) and has gone through a re-validation process in 2009 lasting for five years. In the case of Charles, the MGR is a nationally accredited degree through their Ministry of Education Sports & Youth. The marks leading to the Award are now included in the Exam Board procedures of both Universities, with attention being given to the official transfer of marks to the partners.

#### **A.2.3 Application, selection and admission procedure**

The following application, selection and admission procedures will be facilitated through jointly agreed mechanisms.

##### **Application**

The programme will be advertised from August 2010 (thereafter March of the following years) and deadlines for submission will be mid-December, outlining application procedures and entry requirements. Applications will be invited from graduates, those in education or fields related to education, teachers, policy-makers, lecturers, people working in NGOs linked to the field, from a wide range of educational contexts at all levels *both within the EU and outside the EU*. A single completed application form, available from the website, with references, proof of qualifications and supporting statement will be required.

### **Selection**

The consortium has a single, collaborative selection process involving all partners. The deadline for application will be set as end of November of every year. Selections will be done in January of the following year.

The following will be the basic criteria for selection:

- individuals who hold a first degree (equivalent to 180 ECTS) from the recognised university or college in a related field of education. They will be invited to contact the International Admissions Officer at Roehampton University should they have any queries regarding the equivalency of their first degree.
- individuals should have at least 2 years practitioner experience in the field
- All students whose first language is not English, need to acquire a minimum English Language qualification of IELTS Level 6.5 average with no less than 6.0 in any section or TOEFL score of 575 (232 computer based). Equivalent alternatives will be considered. Advice on recognition of alternatives may be obtained from the International Admissions Officer at Roehampton University.

Recruitment of students is fully described in A.3.4 – Course promotion details.

During the scholar selection and student selection process, due weight will be given to the stated rationale for undertaking this international programme, their level of qualification, their ability to communicate clearly, the nature and relevance of prior experience and the manner in which international co-operation and understanding will be fostered after completion. Applications will be reviewed against the consortium's selection criteria and with attention given to the first/second degree and English language attained by applicants. Student's personal statements will inform the review and applications will then be given a mark out of 20. The criteria for selection in relation to this point system of evaluation, will be jointly agreed.

Roehampton University, as the lead institution, will make the first selection in December based on the admission criteria. A table of summarising key issues contained in all applications eg. qualifications, practitioner experience and English qualification will be sent together with supporting statements and a shortlist and reserve list to the Programme Convenors at Oslo and Charles. In January, the Joint Selection Board constituting the Programme Convenors (PCs) from all 3 EU institutions and the programme Administrator from Roehampton University, will meet to review the shortlist and a reserve list. All the selected students will be approved by all partners and this list will be further scrutinised by the Roehampton administrator, to ensure all EU 'guidelines' are met.

The students are then notified of the outcomes by the end of February via registered letters and email.

### **Balanced Gender Participation, disadvantaged students**

This is a special education and inclusion programme the consortium is committed to ensuring full access for all students including disadvantaged students and those with disabilities – visually

impaired, learning difficulties, those with mobility difficulties etc. Arrangements will be made to use available facilities and services at each institution and in each country, to ensure accessible accommodation, transport and teaching services. A disability support unit is available to provide extra support where needed. In accordance with the Special Educational Needs and Disability Act (2001). In all 3 countries, students do not have to declare their disability at point of application and therefore are treated equally. All members of the consortium operate equal opportunities policies (re gender participation). As part of the UN Millennium Development Goal (Education/Girls), the consortium is committed to balanced gender participation.

#### **A.2.4 Joint Examination Methods and Mechanisms**

##### **Joint Examination Methods**

Assessment of this MA SIE Programme and its component modules will be via a variety of written and oral examination of course work during and at the end of each module. The form of assessment is detailed in section A.1.3. The final hand-in date for all coursework will be in December of the second year, with the award being made in March. We have agreed joint marking criteria, scales for marking and electronic feedback mechanisms for the students.

ECTS mechanisms (including 'grading scale) etc are fully used (Annex 5). All partners are using ECTS and are delivering the same numbers of ECTS. There will be equal sharing of the Research Methods & Enquiry (15 ECTS) and the Dissertation (30 ECTS). Each institution (Roehampton, Charles and Fontys) will then take responsibility for their own Inclusion Module (International Perspectives on Special and Inclusive Education, Inclusive Society – Inclusive Education and Inclusion and Inclusive Practice respectively) (all 15 ECTS). Through the joint regulations established, a common set of criteria and marking scheme is already established with all partners marking and grading to the same format. The grade equivalents chart can be found in Annex 5.

##### **Joint Examinations Mechanisms**

Where modules are taught by one partner a second marking system operates in accordance with the practices within that university. Where modules are shared a system of first and second marking operates between Universities. A selection of student work will be moderated via an appointed external examiner. A viva voce will be used to help assess the Dissertation Module across all three partners.

All the above information is transparent, fair and objective and adequately informed to all potential students on the website and registered students in their Programme Handbooks and Student Agreement.

#### **A.2.5 Student participation costs**

The fee for Third Country students will be charged in accordance with EU guidelines for the Erasmus Mundus Programme and in accordance with UK legislation and will be EURO 11,200 (for 16 months tuition) and European students will be charged EURO 5,600. The tuition fees will be paid to Roehampton University and distributed equally among the 3 EU partner universities. A percentage of the money will be held in a development fund to ensure that the programme is able to operate at the highest standard. Students wishing to spend 2 months at one of the third country partners will have their fee contribution paid from the development fund.

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### **A.3) COURSE MANAGEMENT, VISIBILITY AND SUSTAINABILITY MEASURES (20% of the max score)**

#### **A.3.1 Cooperation Mechanisms**



The collaborative nature of this partnership will be positively enhanced by formal and informal structures adopted and already agreed by the partners. Roehampton University is the Lead institution responsible for the overall management and coordination of the programme, as well as ensuring an overview of all aspects of student support and provision. Programme Convenors and selected administrators for the programme will ensure the management and coordination of academic and other course related activities at each of the 3 institutions. Programme Convenors will meet 4 times a year (Sept, Nov, Jan and June) to discuss and review programme delivery and outcomes. A joint Programme Board will meet twice in the year (Jan and June) and will be chaired by the Programme Chair who is the Dean of the School of Education at Roehampton University, the lead institution. The Programme Board will be attended by Programme Convenors, one senior member from each of the partner institutions and student representatives. At the Board, the programme will be reviewed, current progress assessed, any issues discussed and reviewed and the formal relationship developed. Student representatives will be invited to submit both oral and written reports to the Board. The Programme Board will formally respond in writing to the student body. Prior to each Board, Programme Board there will be a meeting of the three Programme Convenors where current aspects of the Programme will be discussed so that the highest quality is assured.

An expert advisory panel has been set up to provide additional support to the programme with comments on its professional relevance, quality and currency. Members of the expert panel include:

- Professor Roger Slee - editor of the peer-reviewed journal 'International Journal of Inclusive Education'
  - Divya Latta - Senior Program Manager: Early Childhood Program, Open Society Foundation, London and ex-scholar
  - Diane Richler – President of Inclusion International Canada and ex- Erasmus Scholar
- Consultation with members of this panel will be done electronically.

All formal arrangements are set out and agreed by all partners. These find expression in the Memorandum of Agreement which is in place for the duration of the Programme. Annual changes to practice and the manner in which the programme is delivered, as well as any other revisions or alterations are formally agreed in an Annex 1, that accompanies the Memorandum of Agreement. All legal documentation, the 'Memorandum of Agreement' and its various Annexes will be signed off by all partners prior to each cohort commencing the Programme. The joint Academic Regulations will incorporate common practice as well as allowing for local variations within national constraints and slight adjustments allowed for by partners. It is anticipated that further minor changes may take place during the life of this Programme. Annual changes to practice and the manner in which the programme is delivered, as well as any other revisions or alterations will be formally agreed in an Annex 1, that accompanies the Memorandum of Agreement. This will be agreed in June of each year with the signing by all partners occurring at the Programme Board in Prague in June in readiness for the cohort commencing in September.

Staff development opportunities will occur at the time of the termly Programme Boards to facilitate the cohesion and parity of the partners in practice.

### **A.3.2 Partner Institutions' financial contributions**

#### **Human**

Staff teaching and supervision costs will be covered by the institutions as part of their existing programmes which will run, for most part, simultaneously with this Erasmus Mundus programme. This will also enhance student networking with other cohorts on the same modules.

Students will pay for their own costs for interpreters during their research.

## **Financial**

### **Other types of resources?**

Existing services such as language support, library, IT, International Office will be used at no extra costs to the programme.

### **A.3.3 Consortium development and sustainability plan**

The EM SIE development and sustainability plan can be described under four headings: Policy, Institutional/Partnership, Academic and Financial.

**Policy:** There will always be children who are marginalised and excluded within education systems, including those with Special Educational Needs and therefore there will always be a need to have adequately trained personnel to cater for their needs. Education Policies worldwide are increasingly committed to inclusive education as the most effective answer to adequately addressing the needs of these children. Developments as a result of the previous programme have fed directly into national and local governments' Special Educational Needs Policies – Grenada, Seychelles, Botswana, Bangladesh, Bhutan, etc.

Reflections on a similar programme suggest that the programme has the potential to lead to further developments and international links with a range of individuals and Institutions. These partnerships will be established through networks with alumni from this Programme. Existing projects as a result of networks with alumni, policymakers, educationalist and practitioners in the field from another similar programme, have led to initiatives which include:

- A successful UK India Education Research Initiative (UKIERI) bid delivering professional development in inclusive practice at primary level to in-service teachers is being led in India by one of our alumni assisted by others. This programme in India is now recruiting 60 students per year in Delhi and will be rolled out to a wider geographical area.
- Two Asia/Caribbean/Pacific (ACP Edulink) projects are currently underway involving alumni. Both projects involve teacher training colleges, universities and their Ministries of Education in Grenada, Seychelles, Botswana, Swaziland, Kenya and Uganda. The involvement of the Ministries of Education impacts directly on National Policy in the area of SIE.
- Visits to alumni in Bhutan and India have also been made to discuss potential collaborative capacity building projects beyond the Programme.

Implementation of the development and sustainability plan will be ongoing and continually enhanced with each new cohort of alumni. Each year a meeting will be held with the students where they are divided into geographical regions and tasked to bring forward ideas on how we the consortium can work with the alumni and their countries after they return home. They will be actively encouraged to join the EM alumni group (on Facebook) and their local regional group. Through this mechanism the programme will be continually developed and sustainable.

**Institutional/Partnership:** This Programme is fully supported by all Senior Management in the three institutions who have actively encouraged this application.

This consortium has viability in the choice of partners. The partnership is already established and has been consolidated to last over time by its selection and the selection of third country partners

which has been done with great care building on existing strong partnerships and alumni contacts from the current programme.

Academic: The exchange and transfer of knowledge in this field in terms of academic thinking and research is appropriate and matches the demands of policy and practice in the area. Its results are widely disseminated.

An Expert panel which includes members of key international agencies (i.e. President of Inclusion International, Editor of the International Journal of Inclusive Education) will continue to offer advice on developments throughout the programme, where necessary. Internal and external quality assurance agencies at each institution will continue to monitor developments and outcomes for each cohort.

Financial:

Financial contribution will be sought from other agencies to support scholarships. Students will be invited at the time of application to access their own grants through these avenues eg. NORAD, USAID, UNESCO, World Bank, DfID, Association of Commonwealth Universities, British Council, etc.

**Level and quality of human, financial and other types of support provided by the consortium partners to the content-related and administrative aspects of the joint programme.**

Consortium partners include high calibre teaching staff with high levels of qualifications, experience and skills in SIE (as detailed in A.1.3) over the last 20-30 years. They are currently engaged in the design and delivery of a range of post-graduate and undergraduate programmes both on and off-site, which include local and international cohorts of students. They teach as well as supervise students, offering a wide range of academic experiences to enhance learning. They are also involved in the assessment of student presentations, assignments and research dissertations, and compiling of evaluation feedback to students. Apart from contributing to the Erasmus Mundus programme in terms of the teaching, supervision, assessment and evaluation, staff will also contribute to the organisation and implementation of events within the overall programme, for example the annual conference, cultural programmes, sites visits, etc.

**A.3.4 Course promotion measures**

The universities in the current Programme have been actively recruiting graduates and scholars from third countries, the EU and wider for over 10 years on similar programmes. The partners have been working with students in approximately 40 countries and contacts in 103 (see Annex 6 for full list). The partner institutions, including the third country institutions involved in this programme, will continue to reach out to third country and EU students and scholars by advertising the MA SIE through a variety of mechanisms which are already in place:

- Networks with the third countries involved in this Programme i.e. tutors and other partners in Malaysia and South Africa who will be encouraged to advertise the programme and share experiences across other countries in their regions and beyond. Given that the majority of applicants will come from these regions, the involvement of the 3<sup>rd</sup> countries within this programme and their contribution to the marketing strategy cannot over-emphasised.
- We will enlist the help of current students and alumni from similar programmes and their referees to advertise the programme and suggest suitable places to promote the course.
- Worldwide network of university representatives (Annex 6: list of countries represented)
- Press release to all British Council offices worldwide on successful application and to advertise the programme

- A letter will be sent to every Ministry of Education worldwide to advise them that the call for applications is open and requesting their help in advertising the programme. In a similar programme, in some countries the Ministries of Education widely advertised the Programme for us and we received 15 Ministry employees as students.
- The British Council, Dutch and Czech Foreign Office and the consortium partner institutions will also be advised by communiqués about the programme.
- All UK, Norwegian and Czech Embassies, European Delegations, British Council Offices and other overseas representations will be approached and asked to circulate details within their networks. This has been done with great success in a similar programme.
- Partner universities worldwide, including institutions from which participants originate (Annex 6)
- Major NGOs and SEN on-line communities will be advised by internet (UNESCO, Save the Children, Leonard Cheshire, World Bank etc) of the call for applications.
- Advertisements will be placed in English speaking internet newspapers in Asian Window countries.
- Equivalent SEN and SIE agencies worldwide
- Conference networking and presentations - e.g. ISEC (International Special Education Conference) in Aug 2010.
- Personal teaching staff contacts and collaborative research contacts in the field of Education, SEN and SIE
- Partners (including ministries of education), trainers and teachers in the ACP (African-Caribbean-Pacific) projects.
- The consortium is keen to use web 2.0 technologies and has previously used Facebook and Wikipedia with some success in attracting interest from international students.

On receipt of notice of successful application for the MA/Mgr SIE, all identified agencies, representatives and universities will receive pre-prepared information on the Programme (details, admission criteria, application procedure, deadlines, website details, etc.)

In addition to this, there will be a dedicated webpage for this programme. The webpage will link all three universities in the consortium giving detailed information on the following areas:

- Programme Information
- Who Can Apply?
- Scholarship details
- Admission Procedures and Application Criteria
- Downloadable Graduate Application Form
- Downloadable Third Country Scholars Application form
- Deadlines
- Accommodation
- Induction Programme
- Visa Information
- Links to International Offices of the 3 partner Universities
- Third Country Partner Information

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#### **A.4) STUDENT SERVICES AND FACILITIES**

##### **A.4.1 Information (/support) provided to students**

## **Support**

*Pre-arrival:* Students will be provided with a pre-departure booklet. Each institution has dedicated support for the students with an administrator helping with each specific visa, facilitating the airport pick-up and subsequent registration. The students will be informed of a named contact for visas, accommodation, scholarship, academic or other concerns from the pre-departure booklet and administrative staff will regularly be on hand to support. The fact that all three partner Universities have a dedicated administrator to facilitate this Programme will be very helpful in ensuring information is collated and disseminated. Administrators will support the use of existing web-based exchange systems (eg. StudyZone offered through Roehampton University and Fronter at the University of Oslo).

Students will be given information on entry clearance/visas, the pre-reserved accommodation, predicted expenses, details of mobility, explanation of tuition fees, the programme content and provided with detailed information on the nature of the programme and study in Europe.

*On arrival:* Students will be met at the airport in London on a pre-selected date at the end of August/beginning of September. During the first month of the programme (Sept) the students will have an induction and orientation programme at Roehampton University involving all three partners, including Oslo and Charles Universities. This will be arranged to meet their individual and collective needs and will include English Language testing and evaluation for ongoing language support with an individual programme of language support. Induction through the Roehampton English Support Unit will be provided for academic input on general key issues of studying in Europe at Masters level e.g. issues of (electronic) plagiarism, self-study and academic writing (eg. an introduction to StudyZone, Library access, electronic resources, etc.) In addition to these there will be a social programme, introductions by staff from the Czech and Norwegian institutions, an introduction to the counselling and welfare services, library, IT training for the systems used on the programme etc. Students' registration will take place in this period as well as arrangements for the first payment of the scholarship in the first days after arrival, facilitated by an advance from Roehampton's finance department ahead of payment from the European Commission.

There will be similar induction sessions in Norway (January) and in the Czech Republic (April). Students are met by the academics. Support from administrators and the International centres in each institution will be forthcoming. Over the following days, a series of induction sessions are arranged to include cultural and linguistic support, introduction to university processes, tours of campuses, social programmes and intensive weekly language sessions (in Czech and Norwegian) to facilitate integration.

Agreements with the 3<sup>rd</sup> country partners have been reached on the availability of various support mechanisms for students and staff i.e. academic tutorship and supervision, student services, etc. All agreements with the 3 third country institutions will be formalised over the next year to enable placement of students in 2011.

### **A.4.2 Student Agreement**

A student agreement is already available (Annex 7) and is signed by the students as part of their registration process but will be rewritten online with new guidelines under EM2. This will detail the rights/responsibilities of both the student and the academics. This will include the expectations of the academic staff, attendance requirements, and policies for absence, an academic code of conduct and details of disciplinary details if these rules are broken. It will also detail the feedback/consultation processes available to the student, the role of student representatives on the Programme Board and who to approach if there are any complaints. It will also give contact details

of key administrative and academic staff and outline the payment/scholarship administration processes.

There is a full contact list provided as part of the pre-departure information which is repeated in the arrival presentations detailing where to go with concerns about academic, administrative and financial aspects of the programme in each of the institutions as well as the whole consortium. The student contract will be revised annually to ensure it contains up to date information.

#### **A.4.3 – Services to Host students/scholars**

Each institution will have dedicated support for the students with an administrator helping with each specific visa process, facilitating the pick-up of visas when needed and subsequent registration with the relevant authorities. The students will be informed of a named contact for visas, accommodation, scholarship, academic or other concerns from the pre-departure booklet and administrative staff will regularly be on hand to support. At each institution there is an international office or department who have considerable experience in assisting not only International Students but, more specifically, will do for Erasmus Mundus students. This will be across a variety of issues from finances to healthcare, accommodation to local integration.

**Services:** Registration on this Programme will allow each student to access the full range of student facilities in each of the partner Universities with a strong emphasis on electronic access and learning support from a distance. All students will have entitlement to academic support, counselling facilities, library, electronic and IT resources and support etc. The consortium uses the StudyZone and Turnitin software.

Oslo and Charles will ensure that the cohort will be provided supporting orientation to Norwegian and Czech culture and society. Where students have individual educational needs these will be addressed by the individual partners as the Programme develops.

Students will be provided with a pre-departure booklet. This will be reviewed and revised annually in the light of comments and experiences of cohorts 1-5. The students will be guaranteed accommodation in all three of the universities which will be pre-reserved with the price, style and location all notified in the pre-departure literature. Students with families and SEN will be welcomed and supported according to their individual needs. This can mean anything from family accommodation to be paid out of their scholarship, nurseries, or schools to suitable accommodation for those with limited mobility, disability support services or access to specific medical facilities.

Whilst at Roehampton, Oslo and Charles students will be welcomed officially. At Roehampton a gala reception will be held annually to which representatives from the Embassies, Consulates and NGOs of the students represented will be invited.

#### **Visa Arrangements:**

Students will be given clear guidelines and provided with all the necessary supporting documents by May of each year prior to their September start which will be DHLed to ensure delivery.

**UK:** This will be facilitated before the students leave for Europe and, under the new legislation, involves an electronic application, supported by documentation from Roehampton and a subsequent follow up visit to the nearest UK embassy or high commission. The visa will then be picked up in the home country before departure.

**Norway:** Students will apply for their visa in their home country but will pick it up three months before moving to Norway in October of each year in London. Students will be given detailed

instructions and lists of necessary documents in advance to facilitate this process. When the Students arrive in Norway they will need to apply for the long-term residence permit to allow for multiple entries (e.g. return for the dissertation period). A member of administrative staff will support students in securing the permit.

*Czech Republic:* Since the entry of the Czech Republic into Schengen area in January 2008, holders of residence permits to a Schengen state can travel to other Schengen states for a period of up to three months. The students therefore can travel from Norway to Prague without a specific Czech visa. Only those students staying in the Czech Republic until December are obliged to have long term visa which will be facilitated on arrival in Prague by the dedicated administrative staff member.

#### **Scholarship scheme**

On arrival the students will be given an advance of their scholarships in the form of Travellers Cheques at Roehampton. Using travellers' cheques means that they may be used in any of the countries within the Consortium. The students will then be assisted in the opening of a bank account in the UK from which they will be able to access their money throughout their time in Europe using visa cards/ATMs. Payments will be made on a monthly basis into their account from September to November the following year when the balance will be paid. This will be supported and administered by Roehampton University until the EU money arrives. Each student will be regularly provided with a statement of accounts so that (s)he is aware how much money has been received.

When the scholars arrive in Europe their grant will be wired directly into their bank accounts in their home country. We have not encountered any problems with this system for any of our other international programmes and we will continue with the same system.

#### **A.4.4 Insurance Scheme**

The Consortium is investigating a variety of options for the insurance which will be decided before the Programme begins, if the bid application is successful. The best value which provides the best level of service will then be selected by the consortium. The policy will cover the same level of health and medical insurance provided to the students by the current scheme which allows access to national health services.

#### **A.4.5 Language Policy**

The Erasmus Mundus Programme is taught in English. Attention is also given to enabling the student cohort to cope linguistically whilst in Norway and in Prague. Intensive language courses in Norwegian and Czech will be provided as part of an additional programme. The purpose behind these courses is to enable the students to be independent whilst following the taught academic Programme. This includes group taught sessions as well as small group inputs and individual support both face to face and via written feedback.

All students applying for this programme will have met an IELTS requirement of 6.5 overall. Having achieved this, all students will be further tested on arrival in Europe so that individual language support programmes can be developed. In EM1, this has proved valuable in terms of student support. Additional English support will be provided throughout the time in the UK, Norway and Czech Republic with a structured programme with specific exercises or priorities laid out for each student.

#### **A.4.6 Networking**

Selected students will be put in contact with current students and alumni from similar programmes using email and Facebook prior to arrival on the programme. The current students will also be

introduced to new students as part of the integration process at the start of the programme. This has proved very useful and popular under the previous programme as it allows for country-specific knowledge (e.g. to do with visas) to be exchanged as well as more informal networking (e.g. to do with student life) to take place, to help reduce possible anxiety on leaving their countries. This practice will be adopted using alumni from our other international programmes who have given their consent. These programmes have created an overarching alumni group and a number of geographically defined subgroups (namely India, China/Malaysia, Africa).

The programme will allow the students access to current European students at each institution through the sharing of facilities, joint lectures and social schemes. In the UK, Norway and Czech Republic, there will be provision of activities and links with schools and other settings where Erasmus Mundus students can meet with their UK, Norwegian and Czech counterparts. All this will leave the student with the feeling of being integrated into the main university whilst also still having the support of the Erasmus Mundus Cohort. Students will have lectures with their British and Norwegian counterparts in each of these countries.

It is intended that our experience of delivering this Erasmus Mundus MA/Mgr Programme will facilitate collaboration with our 3 EU partners as well as with a further two 3<sup>rd</sup> country institutions, to offer a richer, updated capacity-building experience for professionals. The intention is also to sustain collaboration with alumni from this Programme, to build capacity amongst other professionals in their own countries.

The annual international conferences on SIE will attract a number of national and international participants, including internationally acclaimed academics in the area of SIE. The conferences will also include papers by current students on the Programme and provide a platform to engage with other academics and practitioners on current debates in the field, to discuss and refine their thinking and their research ideas.

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## **A.5) QUALITY ASSURANCE AND EVALUATION**

### **A.5.1 Internal Evaluation**

Module tutors will submit to Programme Convenors in each country a review of the modules they deliver, which includes student evaluations. All students/scholars will be required to evaluate each module and the programme as a whole. Students will provide regular feedback through:

- informal oral feedback within taught sessions
- more formal evaluations after course work (e.g. presentations), through peer and self-evaluation forms.
- Formal evaluations at the end of each module
- Formal evaluations at the end of the stay in each country

Marking of written assessments will be moderated by tutors internally, before being forwarded for second marking in another partner institution.

Standards and quality will be maintained and enhanced through regular and rigorous engagement with issues as they arise from student/scholar feedback systems and written module evaluations, Programme Board meetings, external examiners' reports and the Programme Annual Review. 20% of students' written assessments submitted internally at each institution will be distributed evenly and second marked by the other two partner EU institutions, as part of the joint academic regulations to quality assure.



Programme convenors from each of the 3 EU institutions will have internal meetings with their tutors on the programme. Programme Convenors on the programme will attend a joint Programme Board held twice in the year (January, June) to report on developments on the Programme, share student feedback and reach agreement on procedures for further tightening of processes and delivery of the programme, where necessary. The Board will be responsible for final decision-making on overall Programme matters and will be attended by Programme Convenors from each of the 3 partner institutions and by student representatives. Student representatives can submit both oral and written reports to the board. The Board will be concerned with quality assurance and assessment procedures and is accountable to the universities across the partnership. It will be chaired by the Programme Chair who is the Dean of the School of Education at Roehampton University, the lead institution in the partnership. Furthermore, the students will be questioned annually about the administrative processes relating to the programme, as will the other administrators and a report will be presented to the June Programme Board.

Outcomes of internal evaluation processes described in the next section, will be discussed at Programme Board Meetings and forwarded as part of the Annual Programme Review process at Roehampton. These will be included in the overall Programme Report to the EU.

#### **A.5.2 External quality assurance**

As part of external quality assurance process, an external examiner will be appointed by Roehampton University (and approved by Oslo and Charles Universities) to evaluate the Programme in terms of assessment processes and student results. The external examiner will submit annual written reports towards the end of each academic year. Informal feedback is given at Programme Examination Boards of which there are two - in September and February. The external examiner is expected to attend at least one of the two Exam Boards. The external examiner is sent a sample of student coursework in advance of each Exam Board. An informal written report is submitted when external examiners do not attend a board and also normally accompanies their oral report when they do attend. External examiners also have opportunities to meet module tutors, discuss programme documentation and attend viva voce examinations of dissertations where appropriate. The Programme Convener is required to make a written response to issues raised by the external examiner through their reports.

Finally, an expert advisory panel has been set up as part of this programme to advise on the professional relevance, quality and currency of the programme in relation to the professional needs in the field. Membership of this panel includes representatives from international organisations with experience and knowledge of international developments in SIE (refer details in A.3.1). Consultation with members of this panel will be done electronically.

The programme as a whole is quality assured by quality assurance agencies in Norway and Czech Republic. At Roehampton, the Programme forms part of the Institution's assurance by a quality assurance agency.

- In the UK, the national agency for assessing quality of the institution which includes Programmes such as this one, is the Quality Assurance Agency (QAA). The quality of the programme is ensured by adherence to the QAA code of practice on collaborative provision thus ensuring high quality education.
- In the Czech Republic the national agency is Acreditaoni Kommi. This agency recognises the nature and quality of academic programmes within institutions in Czech republic. They have approved the MA/Mgr SIE Erasmus Mundus programme.
- In Norway.....

## PROGRAMME SPECIFICATION

**Note: This has to be changed from Fonty University to University in Oslo**

1. Awarding Institutions	Roehampton University & Univerzita Karlova V Praze (Charles).
2. Teaching Institutions	Fontys University of Applied Science, Tilburg, Netherlands, (Fontys) Roehampton University & Univerzita Karlova V Praze (Charles).
3. Professional Accreditation	n/a
4. Final Award	The degree will be awarded by Charles University and Roehampton University as a joint MA/Mgr <sup>1</sup> Special and Inclusive and Education from Roehampton and Charles.  In addition, student will receive a Professional Masters in Special Educational Needs (MA SEN) awarded by the Fontys University of Applied Science
5. Name of programme and whether single or combined	MA Special and Inclusive Education (ERASMUS MUNDUS)  There will be a joint degree, MA/Mgr. SIE, awarded by Roehampton and Charles plus a single, Professional Masters in Special Educational Needs awarded by Fontys. The implications of this combination will be discussed by the Assistant Dean (Quality) with the Academic Registrar.
6. UCAS Code	n/a
7. Relevant QAA Benchmarking	QAA Benchmark Statement for

<sup>1</sup> MA = Masters; Mgr = Magistr

Statement	Education Studies dated 2007
8. Date of Programme Revision	April 2009

## 9. Rationale

This is a revised Programme based on the existing Erasmus Mundus MA/Mgr Special Education Needs (SEN) Programme (EM1) approved in 2005. The Programme remains unique within the development of Masters programmes and academic developments at Roehampton. The existing EM1 Programme has been successful over the last 4 years with increasing numbers of applicants, particularly from developing countries in Africa, Asia, Pacific region, Europe etc. To date, approximately 135 applications have been received. Students on this programme have represented at least 40 countries, reflecting the intense interest in this Programme worldwide. They represent a range of practitioners at various levels - policy-makers, managers, teachers, those working in non-governmental organisation which support children and learning, etc.

Despite its overall success, periodic reviews of the existing (EM1) Programme in relation to developments in the professional field and disciplines, student and staff feedback, external examiner reports and other evaluative data, have necessitated the revision of this Programme to maintain currency and quality in line with European Union (EU) guidelines. Revisions have included:

- a. An extended duration of the Programme from 12 to 16 months, to address the tight time-frame within which students were required to complete their research in the last phase of the programme, as well as to provide a more balanced experience across the 3 institutions.. The financial implications for such extension will be fully explored and made clear to potential students.

An extended programme also allows for collaboration with a third country<sup>2</sup> (see explanation in 'f' below), for enhancing students' comparative perspective across developed and developing contexts and to consider

<sup>2</sup> 'The reference to third/3<sup>rd</sup> countries results from EU terminology, suggesting 'third world' or 'developing' countries. It is consistent with terminology used in recruitment for this programme.

comparative research in a chosen area. The 3<sup>rd</sup> country involvement is a development project over the next 2 years and it is anticipated that involvement will be formalised for student placement in 2011.

- b. The duration students spend at each institution. Students currently spend 2 weeks at Roehampton, 6 months at Fontys and two weeks at Charles with the remaining 5 months for their research in one of the 3 institutions. The revised programme schedule is distributed more evenly. Students will spend 4 months at Roehampton (Sept-Dec), 3 months at Fontys (Jan-March) and 2 months at Charles (April-May) with the remaining 7 months (June-Dec) on their research. The first induction month at Roehampton (Sept) will involve all partners. Programme details and expectations will be shared with students. They will be introduced to support systems and services available at all partner institutions and provided with a background to each country, with a brief overview of developments in SIE within the local socio-economic and political context. Tutor details will be shared as well as expectations in terms of the shared institutional inputs. Organised schools visits will be a necessary component in each country and students are encouraged to conduct research in school settings in line with their research topic. School placements will be organised only in the Netherlands. All students will be required to undergo Criminal Records Bureau (CRB) checks in England. Similar checks will be conducted as part of the visa applications in the Netherlands and Prague.

Since the Inclusion and Research Methods sessions are taught in English in April and May at Charles, this necessitated the decision for students to spend only these 2 months at Charles as opposed to 3 in Fontys. Furthermore, any empirical work conducted at schools in the Netherlands and Prague needs to begin in June, when students will be redistributed to their different research locations. Schools are closed in July. Hence, there is an inconsistency in the number of months across the 3 institutions. However, the integration of programme content has been maintained and shared equally between partners. It has been agreed that the 2 months at Charles will be a more intensive experience than in the other two countries and every effort has been made to ensure that the contribution from Charles University will not apply undue pressure on students and will prepare them

adequately to begin their research projects.

- c. revision of the title to 'MA/Mgr Special and Inclusive Education' in line with shifts in the field. Inclusion has gained momentum as an increasingly important educational issue throughout the world. This is a key policy area for the UK, Europe and overseas governments and has been subject to a prolonged period of reform with frequent changes in legislation, policy, organisation and practice. Hence, the discourses through which Special and Inclusive Education is debated, restructured and critiqued analyzed internationally are constantly changing. The Programme aims to familiarise students with contemporary developments in their chosen field and to provide them with the knowledge and skills to explore and critically analyse ideas, issues, policies and practices in special and inclusive education.
- d. revision of two modules (IPSIE and RM<sup>3</sup>) offered by Roehampton University. IPSIE will replace International Perspectives on Professional Practice in Education (IPPPE) offered at Roehampton University. This new module (IPSIE) has a greater focus on developments in theory, policy and practice specifically in the field of Special and Inclusive Education, within international perspective. It responds to the needs of professionals from different countries (including the EU) who are involved at all levels of the education system.
- e. A revised Research Methodology Module. This was previously taught only by Roehampton University but is now shared equally and delivered by the 3 partners. Students will be exposed to different contextual perspectives on a range of research methodologies.
- f. The possible involvement of a third country (Malaysia or South Africa) in the Programme over a 2 month period (Aug, Sept), which offers students' the first-hand opportunity for further reflection of policy and practice in SIE in a country closest to their own. This placement, if agreed with selected institutions, will be optional and non-assessed i.e. it will not contribute to the final award. Links with Universiti Pendidikan Sultan Idris (UPSI), and Universiti Sains (USM), in Malaysia, as well as the University

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<sup>3</sup> International Perspectives in Special and Inclusive Education, and Research Methods – refer attached module descriptions for each

of KwaZulu-Natal (South Africa) are currently being explored and negotiations will continue over the next 2 years to formalise agreements for student placement in 2011. These two countries have been chosen based on the fact that the majority of students come from the African and East Asia regions and both countries are developing Education hubs within their regions. Both offer modules related to Special Needs and Inclusion and have qualified staff in these areas.

This is an EU funded initiative. The fifth and final year of the existing Programme will be completed in 2009-2010. The revised Erasmus Mundus MA/Mgr Special and Inclusive Education (EM2) Programme will commence in 2010 until 2013, pending the success of the next bid application due on 30 April 2009.

The three partner Institutions are still Fontys University of Applied Science, Tilburg, Netherlands, (Fontys), Roehampton University and Univerzita Karlova V Praze (Charles).

The revised programme will award a joint 'MA/Mgr Special and Inclusive and Education' from Roehampton and Charles Universities. In addition, students will be awarded a Professional Masters in 'Special Education Needs' from Fontys University. Only Roehampton and Charles currently have the rights to award the joint MA/Mgr Masters-award. If and when this changes, we will review and revise the award accordingly. The new structure and title of this revised Programme have been validated by both Charles and Fontys Universities.

This revised Masters Programme is in line with the University's Strategic Plan in respect of building an area with strength in provision and demand (academic profile); providing innovative curriculum development together with our overseas partners (learning and teaching); providing a link in a progression route from undergraduate to doctoral study in Education, also providing valuable research training (learning and teaching). The programme is designed so that the concept of 'lifelong learning' can become a reality with students. The aim is to provide a learning experience in the different countries in this Programme, to enhance and enrich their professional practice when they return to their home countries where

they will apply their new knowledge and insights and evaluate the impact before going on to consider taking a research degree to advance their academic and professional skills and knowledge even further.

Additionally, this Programme has required us (Roehampton University) to further develop international links with a range of individuals and Institutions through partnerships which have been established through networks with alumni from this Programme. These have included:

- A successful UK/India Education Research Initiative (UKIERI) bid delivering professional development in inclusive practice at primary level to in-service teachers is being led in India by one of our alumni assisted by others.
- Two Asia/Caribbean/Pacific (ACP Edulink) bids have also been successful involving Erasmus Mundus Alumni. Consequently, former students in Grenada and Seychelles have jointly launched a new training programme on learning disabilities as well as alumni in Botswana, Swaziland, Kenya and Uganda in a separate programme.
- Under the Prime Minister's Initiative 2 (PMI2), a former Erasmus Mundus Scholar has developed a postgraduate certificate in Play Therapies with Roehampton at Universit Sains Malaysia.

In collaboration with partners as well as current students on this programme, organization of International conferences on Special and Inclusive Education will continue. The first two held in Prague and Tilburg were extremely successful and preparation for the 3<sup>rd</sup> to be held at Roehampton in 2010 is currently underway. An International Scholar Exchange initiative funded by the EU, is integral to this Programme. It allows selected scholars in the field to network with staff and students, and develop a research project which links to an area of study within the Programme.

#### 10. Programme Aims

The aims of this Masters programme are to enable students to:

- Investigate and critically reflect on professional practice in Special and Inclusive Education within Europe and a range of international contexts, and

develop a theoretical understanding with a view to its development

- Develop the skills and attitudes necessary for comparative study at advanced level
- Study and critically evaluate models of empirical enquiry and research including ethical dimensions
- Plan, implement and evaluate practice-based enquiry, with a view to improving and developing practice (including policy-making) in a range of environments related to Special and Inclusive Education, within a selected European and international context
- Disseminate their findings and provide feedback for further research and development

## 11. Learning Outcomes

The MA Programme uses integrated Learning Outcomes. All of the learning and teaching methods used on these programmes are appropriate to developing actively and progressively the student's achievement of the following learning outcomes:

ILO1,3,16,17&18: (lectures, independent study, seminars, tutorials, school visits, school placements, student presentations, essay writing, research proposal, dissertation)

- **analysis:** the ability to engage with, and critically reflect on practice and material from a range of sources dealing with formative issues in education;
- **evaluation:** the ability to evaluate critically practice associated with policy, practice and research in education;
- the ability to **listen to, and engage with, conflicting intellectual opinions** and positions;
- thorough understanding of, and **respect for, cultural diversity;**
- increased **self-awareness** including a thorough understanding of and respect for cultural diversity, **ethical issues and international perspectives.**

ILO2,4,5,6,9,11&12: (seminar, student presentations, essay writing, research proposal, dissertation)



- **Synthesis:** the ability to develop a complex, critical academic argument, drawing on a range of sources, and demonstrating a degree of originality;
- **Application:** a critical understanding of their own political position in relation to current socio-political events and the manner of its representation, using specialist vocabulary in academic discourse
- Increased **self-awareness**, including a realistic assessment of their existing abilities and future development
- enhanced **personal, social and academic skills** required for effective advanced level academic study;
- the ability to **devise, manage and bring to completion varied-format projects**, working to deadlines and presenting one's findings a variety of formats;

ILO7&8: (independent study, student presentations, essay writing, research proposal, dissertation)

- In **autonomy in skill use** is able to exercise initiative and personal responsibility in professional practice;
- Has **technical expertise**, performs smoothly with precision and effectiveness; can adapt skills and design or develop new skills and/or procedures for new situations.

ILO10,13,14&15: (student presentations, seminars, tutorials, essay writing, research proposal, dissertation)

- the ability to **work independently and under supervision**; as an individual and as part of a team;
- enhanced their skills in the **design, application and evaluation of research** in education, with special reference to Special and Inclusive Education and to their professional needs;  
**specific research skills and the independent learning** ability, which graduates will be able to use either in further study for a research degree or in employment where data gathering and analysis, as well as the ability to develop a complex argument, will be needed;  
**IT and computing skills** (including data gathering and processing, bibliographic searches, word-processing, use of the internet, e-mail and other new media)

12. Relationship between Learning Outcomes and Benchmark Statements

The MA/Mgr SIE learning outcomes are aligned to the QAA benchmark statements defined in 2007.

12.2 There is congruence between the learning outcomes of the MA and the benchmark 'statements' definitions of the ways in which students develop their knowledge and understanding, application, reflection and transferable skills

(see QAA document 7.4. – 7.9)

13. Programme Regulations and Requirements

The proposed MA/Mgr Special and Inclusive Education Programme will operate according to the taught degree regulations of Rochampton University and Charles University, and is appropriate for a programme at this level.

14. Equal Opportunities Policy

14. Diversity and Equal Opportunities Policy

14.1 All suitably qualified applicants are eligible to be registered on this programme, provided that they are able to fulfil the programme requirements in terms of attendance, participation in class work and assessment. Student Services provides support for dyslexic students. All students will be assessed for language ability at the commencement of this Programme with subsequent support being provided by each of the partner institutions.

14.3 This programme is in line with the University's Diversity and Equal Opportunities policy. Recruitment procedures and treatment of everyone participating in the programme complies with the University's objective of everyone receiving just and equitable treatment regardless of, for example, age, creed, disability, ethnicity, health, marital status, national origins, sex, sexuality and social class. (However eligibility for recruitment is pre-determined by the EU regulations governing this

Programme.)

14.4 A consideration of issues relating to equal opportunities permeates all of the modules within the programme. The programme endeavours to broaden access wherever possible by seeking to develop flexible methods of delivery. The development of individual study modules and opportunities for practice-based enquiry which allow students to develop their professional practice within the practice setting, are examples of this aspect.

14.5 In accordance with the requirements of the Special Educational Needs and Disability Act (UK) , Roehampton University and its partners will make reasonable adjustments to the programme if a disabled student is placed at a substantial disadvantage except where these adjustments would undermine academic or other prescribed standards. Any reasons for not making adjustments would be both material and substantial. Each case will be examined on its own merits.

## **15. Selection Process, Admissions and Registration**

General University Admission requirements for a taught Higher degree will operate within the Erasmus Mundus MA.

All those considered for the Programme should possess at least a first degree.

Applications are invited from individuals who:

- hold a good honours degree from an approved university or college in a related field of education, or
- have a comparable professional award plus relevant professional experience.

Advice on recognition may be obtained from the International Admissions Officer at Roehampton University ([international@roehampton.ac.uk](mailto:international@roehampton.ac.uk)).

This MA programme is intended for graduates - those in education or fields related to education, teachers, policy-makers, lecturers, people working in NGOs linked to the field - from a wide range of educational contexts at all levels both within Europe and internationally.

### **English Language Qualifications**

All students whose first language is not English, need to acquire a minimum English Language qualification of IELTS Level 6.5 in all sections or TOEFL score of 600 (250 computer based). Equivalent alternatives will be considered. Advice on recognition of alternatives may be obtained from the International Admissions Officer at Roehampton University, (international@roehampton.ac.uk).

## **16. Student Support and Guidance**

### **16.1 Student Support and Guidance**

Student Support and Guidance stems from a variety of sources at Programme and partner University levels. As the lead partner, Roehampton is able to ensure an overview of all aspects of student support and provision

Roehampton University's website offers a comprehensive outline of the programme on offer. Charles and Fontys Universities also include relevant information on their own websites. Dedicated e-support systems for students and staff on this programme are currently available to enhance information sharing such as StudyZone (Roehampton). Fontys and Charles share Surfgruppen.

The strategy for student support is co-ordinated by the programme conveners who maintain an overview of students on their programme. Students are provided with detailed documentation on the organisation of their programme in a programme handbook which is reviewed and reprinted annually. Programme handbooks conform to University guidelines and list specific features related to student support and guidance including a Learning Compact: Students are guided through the relevant sources of information at induction, at future registration points and at the start of each module. Information about specific modules is provided in module booklets. This is the practice adopted by each of the partner institutions.

16.2 The forms of academic advice and support available and the procedures through which they should seek support are communicated to students in programme handbooks, in module booklets and by tutors in the taught sessions. It is

made clear to students that the module tutor should normally be the first point of contact for a query concerning a particular module but that the programme convener can also be contacted at any time for queries or concerns about the programme as a whole. On administrative issues the International Office or each of the partners has a named member of staff who assist with visa applications for students and registration with police and local medical services before and on their arrival in each country.

16.3 Language support is offered at all three institutions based on assessed and identified individual need. For example, at Roehampton, students for whom English is not their first language can attend courses run by the English and Language Teaching unit. (ELT). Fontys and Charles University organise events for introduction into the Dutch and Czech cultures, as well as provide individual and group counselling support. Other types of support include ICT training to enhance academic and research skills eg. Training in accessing on-line databases and electronic journals (Roehampton), and training on the use of Endnote, ATLAS, digital literature searches (Fontys). In addition, student Services at all three institutions provide learning support services to all students free of charge, including a series of seminars on writing at masters level. School visits are also organized prior to student arriving in each country as well as placements in schools in the Netherlands by Fontys University. Support is also available for staff on the programme at all three institutions, for example At Roehampton, the Learning and Teaching Enhancement Unit (LTEU) provides support for staff with respect to guidance and resources, workshops and seminars on supporting students, and a range of staff development activities to enhance teaching and learning.

## **17. Quality Assurance**

### **17.1 Quality Assurance**

Standards and quality are maintained and enhanced through periodic review, which includes external advisers, student feedback and evaluations, joint programme boards, external examiners' reports, and the Programme Annual Review (PAR) at Roehampton. 20% of students' written assessments submitted internally at each institution will be distributed evenly and second marked by the other two partner European institutions, to quality assure.

17.2 Modules are subject to student evaluations according to university regulations and guidelines. A sample of modules is required to be evaluated with each module evaluated at least once during a five year approval period. However, in view of the nature of the programmes, all MA modules are normally evaluated annually in order to maximise the evaluative data available to tutors.

17.3 Module tutors are required to write a self-critical review of the module delivery and to submit the set of evaluations and review to the programme convener. The review is discussed at a joint programme panel meeting and reported in the programme annual review. This written review will also be submitted annually to the EU in Brussels. Students are also provided with opportunities to give informal oral comments within taught sessions and formal comments at the joint programme boards where they will be represented.

A joint Programme Board will meet twice in the year (Sept and March) by the Programme Chair who is the Dean of the School of Education at Roehampton University, the lead institution in the partnership. The Programme Board is attended by programme convenors and student representatives. Student representatives are also members of the programme board and can submit both oral and written reports to the board.

17.4 External examiners will submit annual written reports at the end of the calendar year; and the programme would be subject to a review on a six year basis. Informal feedback is given at programme examination boards of which there are two, in September and February. The external examiner is expected to attend at least one of the two boards. The external examiner is sent a sample of student coursework in advance of each examination board. An informal written report is submitted when external examiners do not attend a board and also normally accompanies their oral report when they do attend. External examiners also have opportunities to meet module tutors, discuss programme documentation and attend viva voce examinations of dissertations where appropriate. The programme convener is required to make a written response to issues raised by the external examiner through their reports.

17.5 The Programme Annual Review (PAR) represents the process of the annual monitoring of quality and standards in the programme by the convener and team of tutors. Through the PAR, the programme teams reflect upon the delivery of the programme, evaluate achievement of targets for improvement set by the previous year's PAR and set new targets for improvement through an action plan.

17.6 Programmes are normally approved for a six year period, at the end of which they are subject to review and approval in order to discuss and re-affirm the programme aims, learning outcomes and content. The existing programme was approved in 2005 and has just completed its review. The new Programme if approved and is successful in the EU bid application, will be subject to review in 2013.

17.7 The quality assurance (QA) for each of the three partner institutions and details about arrangements in relation to their National agencies are detailed within the Bid to the EU and also the memorandum of Agreement and the programme Regulations.

17.8 External quality assessment was previously conducted by the Quality Assurance Agency (QAA) through subject review. QAA now conducts all quality review through Institutional Audit. Roehampton has been awarded a clean bill of health in every external audit since the Subject Review of Education in 2001 to the Institutional Audit in 2007.

QAA reviews collaborative provision through Institutional Review.

## 18. Curriculum Map

### **Modules (all are compulsory)**

- Research Methodology (15 ECTS, shared equally across the 3 partner institutions, includes 10 UK credits)
- International Perspectives in Special and Inclusive Education (UK) – 15 ECTS (30 UK credits)

- Inclusion Module (NL) – 15 ECTS (30 UK credits)
- Inclusive Society – Inclusive Education (CZ) – 15 ECTS (30 UK credits)
- Dissertation - 30 ECTS (60 UK credits)

\*All module descriptions are attached. Modules from Fontys and Charles (i.e. the last two on the above list have been validated through their own university procedures.



Annex A to Programme Specification

Learning and Teaching Methods Summary

<i>COURSE</i>	<i>Lecture</i>	<i>Seminar</i>	<i>Tutorial</i>	<i>Group work</i>	<i>Practical workshop</i>	<i>Individual Enquiry</i>	<i>Case Study</i>
<b>Research Methodology</b>	50		10		20	20	
<b>IPSIE (UK)</b>	50	30	10			10	
<b>Inclusion (NL)</b>	50	30	10			10	
<b>Inclusive Society (CZ)</b>	50	30	10			10	
<b>Dissertation</b>			20	10		70	

- **Lectures** will be delivered by tutors and enables face-to-face contact with students.
- **Seminars** will occasionally form part of the lecture session to provide opportunities for critical engagement and discussion with and amongst students. Some seminars will be held outside of lecture times to extend on issues raised in the lectures.
- **Tutorial** times will be available for students, either individually or in groups, to consult tutors on particular issues raised in the lectures and seminars
- Students will be engaged in **groupwork** to support each other in the design and clarification of research questions, methodology as well as literature search and review. A directed task will be designed by the module coordinator, specifying the requirements and outcomes for this activity
- **Practical workshops** will support students in their understanding and application of research design i.e. construction of research questions and relevant methodological approaches
- Students will engage in **individual enquiry** including data collection, literature searches and review of other sources of information related to issues covered in lectures and seminars.

Annex B to Programme Specification

Assessment Methods Summary and Assessment Criteria

Module		weighting	Individual word length							
Research Methodology		100%	5,000							
International Perspectives on Professional Practice in Education (UK)		100%	5,000							
Inclusion (NL)		100%	5,000							
Inclusive Society (CZ)		100%	5,000							
Dissertation		100%	20,000							
<i>COURSE</i>	<i>Essay</i>	<i>Report/ case study</i>	<i>Seminar Paper</i>	<i>Analytical commentary</i>	<i>Composition, performance or Exhibition</i>	<i>Professional Journal or Portfolio</i>	<i>Design Project</i>	<i>Position paper</i>	<i>Vica Voce</i>	<i>Dissertation</i>
Research Methodology	√	√		√				√		
IPSIE	√			√				√	√	
Inclusion (NL)	√	√		√				√		
Inclusive Practice CZ	√	√		√				√	√	
Dissertation										√

**Assessment Criteria and Equivalent Grading System**

Charles University	Roehampton University	Criteria
1 (excellent)	70% +	Evidence of critical evaluation in work that uses practice to critique existing theory and through theory reflects upon practice in a general and specific sense. Arguments justified and implications for future practice identified. The submission is correctly presented in standard English. A sophisticated engagement with the course aims and substantial attainment and expansion of learning outcomes. Work of a distinctive standard.

2 (very good)	60 – 69%	Evidence of critical evaluation of practice by the application of theory. An appropriate range of references cited beyond the indicative bibliography. The submission is correctly presented in standard English. A clear engagement with course aims and substantial attainment of learning outcomes. Work of merit.
3 (good)	50 -59%	Evidence of a clear analysis and evaluation of course material. A sound understanding of relevant literature and key concepts. A clear writing style and organisation. Appropriate and pertinent references cited. The submission is correctly presented in standard English. An acceptable engagement with course aims and attainment of learning outcomes. Pass.
4 (fail)	0 - 49%	Purely descriptive with poor coverage of literature, limited relevance to the problem and is lacking critique and analysis. Limited engagement with course aims and attainment of learning outcomes. Poorly presented in non-standard English. Fail

**NOTES ON A 'FAIL':**

- Should a student fail their coursework, there will be no penalty in the form of a mark reduction when they resubmit.
- A fail can be compensatable at the discretion of Examination Board
- Compensatable fails are not allowed for dissertations.

**Plagiarism**

Students are made aware through the programme handbook and through verbal reminders that plagiarism in any form will not be accepted in any assessed piece of work. Staff are encouraged if they have any grounds to suspect that this has occurred in any assessments they are marking, to bring it to the attention of the programme convenor in each country. This information and guidelines on how to use the electronic software, 'Turn-it-in' offered at Roehampton, to highlight and review any possible plagiarism, will be given to all students in the Programme Handbook.

## Annex C to Programme Specification

### Resources

Accommodation is shared between the partner institutions and the third country (Malaysia or South Africa), depending on when students are located with them. Arrangements for accommodation in the 3<sup>rd</sup> country will be agreed only once involvement of the 3<sup>rd</sup> countries is formalised over the next 2 years. They will spend 4 months at Roehampton University in London, 3 months at Fonty OSO in Tilburg, 2 months at Charles University in Prague, and 2 months in a 3<sup>rd</sup> country and the remaining 5 months in any one of the partner countries (UK, NL or CZ), to complete their Dissertation. Accommodation will be provided in each of these countries.

Teaching rooms will be provided as appropriate by each of the partners. No additional rooms will be required during the 'overlap' of old and new cohorts at Roehampton as there will be only 5-7 students from the previous cohort who are completing their dissertations during this time (i.e. Sept-Dec).

The International Offices of each of the providers will arrange a 'social' programme at induction as well as the necessary language support. Each of the partners has named support staff in place.

Students will have access to learning resources at each of the partner institutions as well as electronic access when off-site. Academic staff have arranged that appropriate readers and written resources will be available to the students across the academic year.

From June onwards until 30 November, students will be working on their Dissertations and their location for this will not be known until the preceding March when they will make informed choices as to the focus and location of their research project. Dissertation supervision will be provided equally by each of the partners and co-supervisors from the third country (if they choose this placement) will be allocated based on related area of study.

The extended duration of the programme will not require extra staffing. The same tutors teaching on the current Erasmus Mundus programme will continue teaching and supervising on the revised programme. Each tutor at Roehampton during the 'overlapping' new and old cohorts will be required to supervise no more than 2 dissertation students from September to December in addition to teaching on the Research Methods and IPSIE modules.