



*DAS Academy*

ENABLING EXCELLENCE

# MASTER OF ARTS

IN SPECIAL EDUCATIONAL NEEDS/  
ADDITIONAL LEARNING NEEDS

***A Masters with a heart  
Distinguish yourself in the field of SEN***

University of  
South Wales  
Prifysgol  
De Cymru

DAS Academy is a collaborative partner of the  
University of South Wales.



**The Master of Arts have helped me professionally in my area of work.**

**Moving forward, I hope to apply the skills I have learnt to better support the students I work with professionally.**

Nancy Aw Yong, SEN Officer  
MA Valedictorian of 2021



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# DAS Academy

Incorporated on 19 February 2010, DAS Academy is led by a multi-disciplinary team that has extensive experience in providing direct support to people with specific learning differences (SpLD). Our lecturers are able to use their skills and expertise in the design and delivery of the programmes offered by the DAS Academy. These programmes provide an academic pathway in the field of SpLD from foundation to postgraduate levels.

Working with professional and educational bodies in Singapore and the region, the DAS Academy is committed to the professional development of teachers and staff in schools, to equip them with skills and strategies required to enable learners with SpLD reach their true potential.

Having established a good professional standing in the field of SpLD, DAS Academy works in collaboration with the government, educational and professional bodies to empower individuals who wish to make a difference in the lives of people with SpLD.



## Motto

Enabling Excellence

## Vision

To be a world-class academic institution providing education and research in the area of special educational needs

## Mission

To empower special education professionals and caregivers to help people with special educational needs achieve their full potential

# About University of South Wales

The University of South Wales was established in 2013 following the merger of the University of Glamorgan and the University of Wales, Newport.

Both institutions that have come together to create the University of South Wales have a rich and varied history, and can each trace their roots back more than 170 years.

The University is a large and diverse organisation with staff and students from a broad range of backgrounds and experiences. We aim to create a tolerant environment where everyone can reach their full potential. It is a diverse academic community, brought together by a shared commitment to the transformation of lives through knowledge and education.

## Vision

Changing lives and our world for a better tomorrow: University of South Wales will be a leading UK university, maximising positive impact for our students, partners, and communities

## Purpose

- **Ambitious** for our students and staff, and dedicated to making a positive impact
- **Focused** on inclusion, enterprise and growth
- A **trusted** partner for long-term mutual benefit and success
- An **innovative** creator of knowledge and solutions for the future
- **Proud** to be anchored in south Wales with global reach

## Values

Professional | Responsive | Creative | Inspiring | Collaborative



# Master of Arts

## in Special Educational Needs/ Additional Learning Needs (MA SEN/ALN)

The DAS Academy formed a partnership with the University of South Wales, UK in 2013 to launch the MA SEN/ALN. Accredited by the University of South Wales and jointly delivered by the DAS Academy, the MA SEN/ALN is for those working with children or young people whose development is affected by difficulties in learning or by behaviour. It will appeal to those who are working in the field of SEN/ALN and learning disabilities, in particular those working in education but also those working in health, such as speech and language therapists and occupational therapists.



### The MA that prepares you for SEN intervention work

Taught by lecturers who are practitioners, the programme focuses on practical and relevant SEN knowledge and skills, adapted for the asian context. The skills-based content is grounded in evidence-based SEN frameworks. The MA SEN/ALN prepares students for a holistic support of a child with SEN, with modules exploring literacy support and social-emotional behavioral difficulties. This programme is suitable for parents, current interventionists, or mid-career switchers seeking to create a positive impact on young lives.

### Established SEN framework from the University of South Wales

Having its foundation in the professional and established SEN framework from the University of South Wales, the MA SEN/ALN course in Singapore is further supplemented with local perspectives and practices to ensure its relevance for the local context. This is a course that brings together high-quality evidence-based SEN practices from the East and the West.





# Our Modules

Conducted by local lecturers, occasionally joined by visiting lecturers from the University of South Wales (UK) and local expert practitioners.

**30**  
CREDITS

## Module ED4U032A SEN/ALN: Contexts & Concepts

This module covers the most common learning difficulties and disabilities encountered in a mainstream educational setting. An appreciation of the difficulties is the first step towards making a positive contribution to inclusive education. This module discusses the changing perceptions of SEN and the practice of inclusive education in the context of the local landscape, with reference to international practices.

### Module Aims:

- To critically engage with and evaluate national and international research and literature in relation to the theories, policies and contexts for SEN/ALN and learning disabilities
- To adopt a holistic approach to meeting the needs of individuals with SEN/ALN and learning disabilities across the life-span
- To examine practice in SEN/ALN, learning disabilities and inclusive education and critically reflect upon the tension between identification of need and the philosophy of inclusion
- To develop in-depth knowledge and understanding of the range of SEN/ALN and learning disabilities which is informed by current multi-disciplinary scholarship and research

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CREDITS

## Module ED4U027A Dyslexia: Theory & Assessment (ATS)

This module addresses the etiologies, manifestations and implications of dyslexia and co-occurring SpLDs, including their complexity and diversity. It focuses on the identification and assessment of students with SpLDs and the use of this assessment data to design relevant programmes of intervention. It will also cover the wider spectrum of potentially associated conditions e.g. Dyspraxia, ADHD and ASD, demonstrating clearly the inter-relatedness of many aspects of SEN.

### Module Aims:

- To acquire a knowledge and understanding of dyslexia, relating theory to practice
- To acquire a knowledge and understanding of the identification and assessment of dyslexia
- To consider and critically reflect on a range of response options which will enable dyslexic children and adults to manage their difficulties and improve basic literacy skills within their capabilities
- To critically review recent research underpinning the current theories and methods of teaching learners with dyslexic-type difficulties



## **Module ED4U019A**

### **Managing & Supporting CAMH & SEBD**

This module focuses on individuals and groups of children and young people with ADHD, child and adolescent mental health difficulties (CAMH) and/or social, emotional and behavioural difficulties (SEBD). The module discusses the different approaches used to manage these difficulties with a particular focus to the local context

#### **Module Aims:**

- To develop a critical understanding of policy and practice and research in relation to managing and supporting children and young people with CAMH difficulties and SEBD
- To use experiential learning to explore a range of interventions
- To plan effectively for individuals and groups of children and young people with CAMH difficulties and SEBD within a range of health, social care, and educational contexts
- To develop an understanding of effective partnership working with families and multi-agency collaboration
- To develop an understanding of legislation, policy, and the organisation of CAMH Services
- To critically review national and international research relating to the effectiveness of interventions appropriate for CAMH difficulties and SEBD



## **Module ED4U034A**

### **Working with Dyslexia: Linking Theory, Assessment & Practice (ATS)**

This module enables students to develop a specialist evidence-based intervention programme at the individual level, based on a dyslexic learner's assessment data. It introduces students to a range of skills, knowledge and tools, including ICT, to formulate and enact appropriate responses to the needs of learners with dyslexia. This module includes a 20-hour teaching practicum spread out over a 6-month period.

#### **Module Aims:**

- To develop an understanding of dyslexia and language acquisition deficiencies, as well as the structure of the English language, phonics knowledge and application, oral support and reading fluency, conceptual teaching and planning, and lesson planning and delivery
- To effectively use a dyslexic learner's assessment data to develop a specialist evidence based intervention programme at the individual level
- To make appropriate and reasonable adjustments to the curriculum or within the workplace to accommodate the needs of learners with dyslexia
- To acquire a range of skills, knowledge and tools to formulate and enact appropriate responses to the needs of learners with dyslexia



## Module ED4U009A Research Methodology

This module provides an introduction to research methods in preparation for the MA SEN/ALN dissertation. It will familiarise students with the basic processes of conducting research, including general methodological approaches as well as research ethics. Assessment will consist of a critique of a research article and an outline plan for a research project, which may form the basis for the dissertation.

### Module Aims:

- To critically examine the theoretical perspectives and methodological approaches which underpin the process of qualitative, quantitative and blended research
- To critically evaluate research processes, drawing on relevant research findings, to impact positively on their professional practice
- To carry out extended professional research
- To critically evaluate research methodologies and their application to research in students' own professional context



## Module ED4U008A (30 credits) / ED4T002A (60 credits) Dissertation

The dissertation module requires students to bring together what they have learnt and what has inspired them from the previous modules and produce a substantial piece of work (7,500 words/ 15,000 words) that shows critical thinking and good research skills.

### Module Aims:

- To enhance understanding of the research process in order to be able to use relevant research findings to improve professional performance
- To study in depth an appropriate topic or issue that is of particular interest to students and of value to their professional practice and relevant organisation(s)
- To extend and deepen understanding of the chosen area of investigation
- To provide a vehicle for the demonstration of originality, initiative and reflection

# MA SEN/ALN Course Pathways

	Pathway 1: MA SEN/ALN Complete ALL 5 taught modules & 30-credit dissertation	Pathway 2: MA SEN/ALN Choose 4 taught modules & 60-credit dissertation
November School Holidays	SEN/ALN: Contexts & Concepts	SEN/ALN: Contexts & Concepts
March School Holidays	Dyslexia: Theory & Assessment (ATS)	Dyslexia: Theory & Assessment (ATS)
March School Holidays/ September	Working with Dyslexia: Linking Theory, Assessment and Practice (ATS)	Working with Dyslexia: Linking Theory, Assessment and Practice (ATS)
June School Holidays	Managing and Supporting CAMH and SEBD	Managing and Supporting CAMH and SEBD
September School Holidays	Research Methodology (compulsory module for dissertation)	Research Methodology (compulsory module for dissertation)
March School Holidays	30-credit dissertation	60-credit dissertation



\*Each module (except Dissertation) runs across 5 consecutive days during the local school holidays.

## Students can take either of these pathways:

1. By Research: Complete 4 taught modules (30 credits each) followed by a research dissertation (60 credits).
2. By Coursework: Complete 5 taught modules (30 credits each) followed by a desktop-based dissertation (30 credits)

You can join the programme at any module except Research Methodology and Dissertation.

Students are expected to complete the MA SEN/ALN in 36 months. Students who do not complete the MA SEN/ALN are eligible for awards at two other exit points.



## MA SEN/ALN Course Pathway over 36-months



The MA SEN/ALN has 3 exit points. Exit awards are available for students who complete less than 180 credits. Exit awards are available at the Postgraduate Certificate and Postgraduate Diploma levels.

Scenario 1: Student A applied for the MA SEN/ALN. However, during the course of the studies, Student A feels that he/she is not ready to commit to the entire MA SEN/ALN just yet. Student A can continue to complete 2 modules (except Research Methodology and Dissertation) and exit with a Postgraduate Certificate.

Scenario 2: Student B has finished 2 modules and continuing with his/her 3rd module. At this point, Student B decides that he/she may not be ready to work on the dissertation required of the MA SEN/ALN. Student B can continue to complete 2 more modules (4 modules in total except Dissertation) and exit with a Postgraduate Diploma.

Scenario 3: Student C has completed 4 modules and is ready to move on to the dissertation module of the MA SEN/ALN. Upon completion of the dissertation module, Student C will graduate with a Master of Arts in SEN/ALN.

# Our Lecturers

With more than 10 years of practical experience each, DAS Academy lecturers share their experiences in supporting children with learning differences.

Lecturers from the University of South Wales, United Kingdom will also visit during term-time for each module, ensuring that students receive a balanced view of their syllabus from both local and international perspectives.



**Dr June Siew**

Head,  
DAS Academy

Dr June Siew provides thought leadership in the field of special educational needs (SEN), focusing on dyslexia. She passionately believes that the family and community are key to a child's success and works closely with them to help students with SEN thrive.



**Priscillia Shen**

Assistant Head,  
DAS Academy

Priscillia began her special education journey as an Educational Therapist at DAS and has more than 10 years of experience in the field of special educational needs. She believes in keeping up with current developments in the field to continually refine teaching practices and maintain professional passion.



**Siti Mariam**

Senior Lecturer,  
DAS Academy

Siti Mariam began her special education journey as an Educational Therapist at DAS and has more than 8 years of experience in the field of special educational needs (SEN). Her experiences with dyslexia intervention has increased her pedagogical knowledge and broadened her perspectives on SEN.



**Rebecca Shalinah**

Associate Lecturer,  
DAS Academy

Rebecca currently has a dual role - Associate Lecturer and Lead Educational Therapist at DAS, providing intervention for learners with dyslexia both in literacy and numeracy. She believes that every child has potential regardless of their difficulties and hopes to share her experiences and insights with educators and parents.



**Dr Matthew Hutt**

Head of Professional Learning,  
University of South Wales

Dr Matthew Hutt has over 20 years of experience as a teacher and senior leader in secondary schools and colleges in Wales and England. He currently oversees Level 7 courses in Leadership and Management, Child and Adolescent Mental Health, SEN/ALN and Autism at the University of South Wales.



# Why enrol with us ?



## **PRACTICAL ADVANTAGE**

Unlike other Master courses that may be fully theoretical, the MA SEN/ALN has included a practical component that will allow you to attain hands-on skills to plan and deliver a literacy lesson for a learner with dyslexia.



## **FLEXIBILITY**

The MA SEN/ALN provides you with the flexibility of learning at your own pace, with its 3 exit points.

Depending on the exit point, students can re-enrol into the MA SEN/ALN to exit with the next award.



## **ALTERNATIVE ENTRY ROUTE**

The MA SEN/ALN recognises that your work experiences are valuable. With relevant work experience, you can embark on the MA SEN, become a reflective practitioner and improve your pedagogy through exploring evidence-based practices.



## **ACCESSIBILITY**

The lectures are delivered in a dual-mode format; onsite and/or online via live streaming. If you are based overseas, you can still attend the course without having to travel!

Interactive group discussions with both onsite and online participants can still take place via the Zoom breakout room function.



## **EAST MEETS WEST**

The lecturers from the University of South Wales offer a Western perspective and provide the professional SEN framework for the MA SEN/ALN.

The lecturers at the DAS Academy enhance the programme to make it more relevant to local practitioners, following the local SEN landscape.

# Student Testimonials

## Bala Kris Krishnan

Student,  
Postgraduate Certificate (SEN/ALN)

Yes, it was a struggle especially after many years of not being in a classroom setting and having to juggle work and personal commitments, but in the end, it was worth it. My studies have **helped me excel at my work**, have a better understanding of how students struggle with dyslexia, and I now have a richer and more meaningful conversations and I am building stronger relationships with students and parents,.

At a personal level, these studies have helped me become a better person. I am more confident and mindful of individuals with SEN and their struggles and the impact this has on family members. It has also taught me much patience and **useful strategies** when dealing with my son with ASD.

## Evelyn Koh

Student,  
Postgraduate Diploma (SEN/ALN)

In my case, I wanted to be able to identify preschool children who needed extra help and provide this help to them. Through this course of study, I learnt to recognise learning difficulties and delays in young children and various methods of intervention. And do you know something? The various methods of intervention work equally well with typically developing children, the only difference being that children with special needs progress at a much slower rate compared to their typically developing peers.

The skills that I picked up has **made me a better educator** overall besides becoming more sensitive to children at risk of having learning difficulties. At the preschool age, the first step is not about getting a diagnosis and sticking a label on the child but to provide intervention as early as possible when slow development is detected. Indeed, I have come across studies that postulated that a quality preschool education was, in itself, a positive intervention strategy for children at risk.

## Fees Structure

COURSE FEE	EXIT AWARD	FEES*
2 Modules	Postgraduate Certificate	\$9,450
4 Modules	Postgraduate Diploma	\$18,900
4 Modules + Dissertation Research-based Dissertation Pathway <ul style="list-style-type: none"><li>4 Modules (including RM)</li><li>60-credit Dissertation</li></ul> <b>OR</b> Desktop-based Dissertation Pathway <ul style="list-style-type: none"><li>ALL 5 Modules</li><li>30-credit Dissertation</li></ul>	Postgraduate Diploma	\$28,350

All fees are subjected to change annually. The fees above have been updated and are accurate as of 1 Sep 2021. The Credit Card Instalment Payment Plan (IPP) is applicable for OCBC Visa/Mastercard.

Visit [www.dasacademy.edu.sg](http://www.dasacademy.edu.sg) for full terms and conditions.

# Student & Academic Services



## How to apply?

### Entry Requirements

- A Bachelor's degree in any field from a recognised university
- A minimum of C6 pass in English as First Language at 'O' Level ; OR
- Able to demonstrate a level of at least IELTS 6.5 or equivalent (minimum score of 5.5 in each band). IELTS test should have been taken in the last two years.

### Alternative Entry Route

If you do not possess a Bachelor's degree, but have achieved relevant working experience in the field, you may apply through this alternative entry process.

- Relevant working experience
- Obtained a minimum of C6 pass in English as First Language at GCE 'O' Levels; OR
- Able to demonstrate a level of at least IELTS 6.5 or equivalent (minimum score of 5.5. in each band). IELTS test should have been taken in the last two years.

## Registration



To find out more about our registration process or to download the registration form, **scan this QR code** or go to **[www.dasacademy.edu.sg](http://www.dasacademy.edu.sg)**



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The goal of the DAS Academy is to advise, study, research, develop existing and new educational programmes, and disseminate educational materials and research findings on specific learning differences for the benefit of members of the public in Singapore and the region.

### Student Support & Resources

Our lecturers and staff are committed to supporting you in your academic journey. The DAS Academy library is kept updated with texts in the area of psychology, specific learning differences as well as any reference materials you may need in your assignments and/or assessments.

## Get in touch now

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