

Master of Arts in Inclusive Special Education (MAISE)

CHAMPION INCLUSION, EMPOWER EDUCATION

10 Month (Part-Time) | Weekend Class Schedules + Online Support



**2026
UPDATED**



Aventis Alumni

WELCOME TO AVENTIS GRADUATE SCHOOL

Welcome to Aventis Graduate School, where excellence meets education. With a rich legacy of empowering individuals for over 18 years, we stand as a beacon of transformative learning and career advancement. Experience education that transcends boundaries. At Aventis Graduate School, we're dedicated to helping you unleash your full potential and thrive in today's dynamic world through cutting edge curriculum and expert faculty. Headquartered in Singapore, Aventis has over 80,000 learners across Asia.

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Aventis collaborates with leading universities across the United Kingdom and Australia to deliver the best possible graduate education for working professionals across Asia.



UNIVERSITY OF
CHICHESTER

INDUSTRY PARTNERS

Aventis also collaborates with prominent industry partners and professional bodies to ensure that your qualifications are accredited and recognised by employers.



ABOUT UNIVERSITY OF CHICHESTER, ENGLAND

INVEST IN
A 187-YEAR
LEGACY

TEF Gold

Teaching
Excellence
Framework

University of Chichester, England

The University of Chichester can be traced back to **1839** making it one of the oldest universities on the south coast of the UK. The University of Chichester, situated in the beautiful and historic county of West Sussex, offers students a welcoming and inspiring environment to pursue their academic and professional goals. Known for its supportive community and commitment to educational excellence, Chichester provides a personalised learning experience that combines tradition with modernity. The University emphasises close interaction with faculty, ensuring **high levels of support**, and prepares graduates for **success in a wide range of industries**.

Chichester has recently received **high marks for student satisfaction and teaching quality in national rankings**, with its dedication to academic and personal growth evident in consistently strong outcomes for students. The University is highly regarded in areas such as **Healthcare, Psychology, Business and Special Education**, making it a popular choice for students seeking **quality education and hands-on experience** in their fields.

AWARDS AND ACCOLADES

University of Chichester: A Top 30 UK University

The University of Chichester's recent recognition as one of the top 30 UK universities underscores its commitment to excellence in higher education. This accolade is particularly significant for professionals enrolling in the Master of Technology (Data Science & AI), as it highlights the institution's dedication to delivering high-quality, specialised training that empowers practitioners to lead in the rapidly evolving digital economy.



University of the Year for Teaching Excellence 2026

The University of Chichester is proud to have been named the Daily Mail's University of the Year for Teaching Excellence 2026, a prestigious accolade awarded in August 2025. This recognition celebrates the university's unwavering commitment to delivering outstanding education, a standard reflected in exceptional student satisfaction scores and distinguished industry ratings.



**Teaching
Excellence
Framework**

Gold Standard for Teaching Excellence Framework (TEF)

Further strengthening its reputation, Chichester earned a 'Gold' rating in the UK Teaching Excellence Framework (TEF) in 2023 — the highest recognition for teaching quality. This prestigious TEF Gold award certifies that the university's teaching, student experience, and academic outcomes are among the very best in the United Kingdom.

1 <https://www.theguardian.com/education/ng-interactive/2025/sep/13/the-guardian-university-guide-2026-the-rankings>

2 <https://www.chi.ac.uk/about-us/tef-gold/>

3 <https://www.chi.ac.uk/news/daily-mail-names-university-of-chichester-university-of-the-year-for-teaching-excellence-2026/>

The Guardian University Guide 2026

The University of Chichester ranked in the Top 30 underscores its commitment to delivering high-quality education and student support. This achievement highlights the university's dedication to fostering an environment where students can thrive academically and professionally. Being ranked among the top institutions reflects positively on the university's reputation and can enhance its appeal to prospective students and employers

1	Oxford	16	Sheffield
2	St Andrews	17	Exeter
3	Cambridge	18	Aberdeen
4	London School of Economics	19	Strathclyde
5	Durham	20	Southampton
6	Imperial College	21	King's College London
7	Warwick	22	Liverpool
8	Bath	23	Surrey
9	University of the Arts London	24	Glasgow
10	UCL	25	Nottingham Trent
11	Loughborough	26	Dundee
12	Essex	27	Sunderland
13	Edinburgh	28	Birmingham
14	Lancaster	28	Chichester
15	Bristol	28	Leeds

RANKINGS & RECOGNITIONS



The Times and the Sunday Times Good University Guide 2025 for South East¹

- Top 9 in South East



Guardian University Guide 2025 - Top 30 UK Universities²

- Top 26 for the Top 30 UK Universities
- Top 15 for Psychology and Social Work
- Top 20 for Education



The Complete University Guide 2024

- Top 20 in Childhood & Youth Studies³



Teaching Excellence Framework 2023⁴

- Awarded Gold for Outstanding Teaching and Learning



Registered with the Office for Students, the regulator of higher education in England, which protects students' interests by supporting a diverse and independent higher education sector.⁵

Upon enrolment in this programme, you will be eligible to join the **Association of Educational Therapists (Singapore)** as a student member — opening doors to a professional network, resources and continuous learning opportunities.⁶

¹ <https://www.sussexexpress.co.uk/news/people/sussex-universities-make-top-10-list-of-sunday-times-good-university-guide-for-south-east-4789825>

² <https://www.chi.ac.uk/news/university-of-chichester-climbs-to-26th-in-guardian-league-table-2025/>

³ <https://www.thecompleteuniversityguide.co.uk/universities/university-of-chichester>

⁴ <https://www.chi.ac.uk/about-us/tef-gold/>

⁵ <https://www.officeforstudents.org.uk/for-providers/regulatory-resources/the-ofs-register/#/provider/10007137>

⁶ <https://aet.sg/>



MASTER OF ARTS IN INCLUSIVE SPECIAL EDUCATION

Develop a greater understanding towards special educational needs and/or disabilities. Learn how to use evidence informed practice to work with children and young people with special educational needs/disabilities.

Our MA in Inclusive Special Education (MAISE) offers you the opportunity to gain a deeper understanding and critical insight into the concepts, approaches, and challenges surrounding the education of children and young adults with special educational needs and disabilities. The programme emphasises the importance of promoting rights and advocacy for individuals with diverse needs and addressing issues of equity and inclusion in education. Conducting research within your workplace will allow you to strengthen your ability to connect theory with practice, furthering your expertise in this specialised field

ACCELERATE YOUR CAREER

The **10-month, part-time Master of Arts in Inclusive Special Education (MAISE)** from the University of Chichester provides graduates with opportunities to advance their careers within the education sector. This includes progression into leadership and management positions, as well as opportunities to pursue specialist roles in special educational needs and disabilities (SEND).



CAREER OPPORTUNITIES

Upon completion of this degree, it allows you to make a significant impact by improving educational practices, advocating for inclusion, and supporting individuals with special needs in reaching their full potential.

SENIOR EXECUTIVE ROLES

- Special Education Director
- Programme Director for Disability Services
- Head of Learning Support Department
- Assistant Principal (Inclusion)
- Director / Head of Special Education
- Senior Policy Advisor (Education & Inclusion)
- Senior Administrator (Inclusive Schools)

PROFESSIONAL ROLES

- Special Education Needs (SEN) Coordinator
- Inclusive Education Specialist
- Educational Consultant (Special Education)
- Special Education Policy Advisor
- Educational Psychologist
- Forensic Psychologist (Special Education Focus)
- Occupational Psychologist (Education Sector)
- Inclusion Coordinator
- Educational Consultant for Inclusive Education
- Special Education Curriculum Developer
- Behavioural Specialist
- Lead Special Education Teacher
- Disability Support Services Manager
- Transition Coordinator
- Policy Advisor for Inclusive Education

SALARY GUIDELINES FOR SOCIAL SERVICE SECTOR

MANAGEMENT / EXECUTIVE	SALARY (SGD)
• Head of Agency (Managing operation budget of > \$10m)	\$17,390
• Head of Agency (Managing operation budget of > \$3m ≤ \$10m)	\$13,510
• Head of Agency (Managing operation budget of ≤ \$3m)	\$12,310
• Director (Managing operation budget of > \$10m)	\$12,300
• Director (Managing operation budget of > \$3m ≤ \$10m)	\$11,090
• Director (Managing operation budget of ≤ \$3m)	\$9,980
• Assistant Director / Senior Assistant Director / Deputy Director	\$7,980
• Manager / Senior Manager	\$6,370
PSYCHOLOGY	SALARY (SGD)
• Senior Principal Psychologist	\$11,000
• Principal Psychologist	\$8,350
• Senior Psychologist	\$7,280
• Psychologist	\$4,620
SOCIAL WORK	SALARY (SGD)
• Master Social Worker	\$10,880
• Lead Social Worker	\$7,530
• Senior Social Worker	\$6,600
• Social Worker	\$3,850
THERAPY	SALARY (SGD)
• Senior Principal Therapist	\$10,960
• Principal Therapist	\$8,620
• Senior Therapist	\$5,920
• Therapist	\$3,530

PROGRAMME STRUCTURE

The **Master of Arts in Inclusive Special Education (MAISE)** is designed to equip educators, professionals, and advocates with the theoretical and practical knowledge needed to create and sustain inclusive learning environments. The programme comprises of **four carefully curated modules**, each addressing a key dimension of inclusive education, as well as a **dissertation**:

- 1. Disability Studies in Education
- 2. Exploring Research: Informing and Changing Practice
- 3. Exploring Inclusive Pedagogy
- 4. Autism Education: Theory and Practice
- 5. Dissertation

This comprehensive programme structure ensures a robust foundation in both the theoretical underpinnings and practical applications of inclusive special education, empowering graduates to be leaders in driving educational transformation.

DELIVERY STRUCTURE

Each module spans over **2 consecutive weekends per month** (Saturdays & Sundays; 9am to 5pm) and includes a comprehensive coverage via Zoom lectures that is complemented with online course support, additional readings and resource materials.

SAT	SUN	MON-FRI	SAT	SUN
9AM - 5PM	9AM - 5PM	REVISION BREAK	9AM - 5PM	9AM - 5PM

ACADEMIC CONSULTATION (OPTIONAL)

To assist our students in reviewing their assignment, each module incorporates **2 additional academic consultation sessions** to provide one to one or group consultation

ASSESSMENT MODE

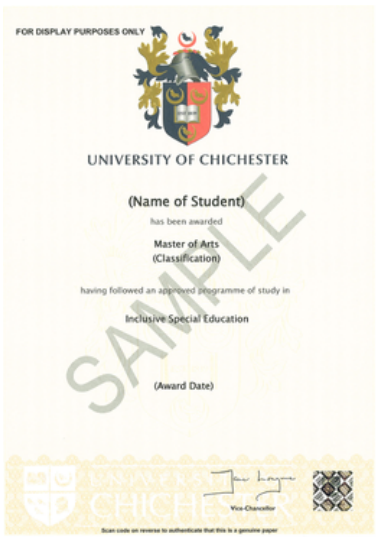
Designed for senior executives, the University of Chichester adopts a practical and case study approach to ensure that you can immediately apply what you have learned in class.

This is a **100% Coursework programme**. You will be assessed through the submission of assignments, quizzes, reports and presentations

MASTER OF ARTS IN INCLUSIVE SPECIAL EDUCATION

SAME DEGREE AS AWARDED ON CAMPUS

The Master of Arts in Inclusive Special Education is designed to develop highly skilled coaching professionals equipped with the knowledge, techniques, and ethical grounding necessary to drive individual and organisational growth. The programme encompasses a well-rounded curriculum, comprising of six carefully curated modules and a dissertation:



OPPORTUNITY TO PUBLISH YOUR DISSERTATIONS IN ACADEMIC JOURNALS

Publishing your dissertation in academic journals offers an opportunity to share your research with the wider academic community, enhancing your professional credibility and contributing to your field. As part of this Masters programme, you will receive guidance on how to refine your work for publication, ensuring it meets academic standards and has impact. This process not only strengthens your academic profile but also opens doors for networking, collaboration, and future career opportunities.



Open Journal of Business and Management, 2024, 12, 2949-2964
<https://www.scirp.org/journal/ojbm>
ISSN Online: 2329-3292
ISSN Print: 2329-3284

The Interplay of Social Behaviour and Demographics in Cyber Scam Susceptibility: A Singapore Study

Johan H. M. Buse^{1*}, Christopher Fong², Shilpi Tripathi^{3*}

Psychology > Vol.15 No.2, February 2024

Check for updates

"Navigating between Worlds: Understanding the Mental Health Dynamics of Corporate Expatriates in Multicultural Environments in Singapore": A Qualitative Study

Leslie Hsu^{1,2}, Christopher Fong¹, Shilpi Tripathi^{3*}

¹School of Psychology, University of Roehampton, London, UK.
²Columbia Business School, Columbia University, New York, USA.
³Singapore City, Singapore.

DOI: 10.4236/psych.2024.152014 PDF HTML XML 274 Downloads 1,168 Views Citations

Abstract

The journey of human development is a continuous process that spans from infancy to old age, with adulthood presenting unique developmental challenges and opportunities. Central to this stage is the role of work, which

Psychology > Vol.16 No.6, June 2025

The Double Role Dilemma: A Conceptual Analysis of Therapist Strategies in Mandated Counselling

Denise Edna Jeevan Ponnampalam¹, Christopher Fong¹, Shilpi Tripathi²

¹School of Psychology, University of Roehampton, London, UK.
²Singapore City, Singapore.

DOI: 10.4236/psych.2025.166043 PDF HTML XML 216 Downloads 2,066 Views

Abstract

Mandated counseling, also known as court-ordered therapy or coerced treatment, presents a significant challenge for mental health professionals who must navigate the double role dilemma—balancing their responsibilities as therapists and legal enforcers. Unlike voluntary counseling, mandated therapy requires individuals to engage in treatment under judicial orders, often leading to client resistance, ethical dilemmas, and therapist burnout. This review examines the complexities of therapist-client relationships in mandated settings, emphasizing the impact of confidentiality constraints



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<https://www.scirp.org/journal/psych>
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ISSN Print: 2152-7180

Art Therapy in Mental Health Treatment: A Narrative Review of Efficacy and Application in Developed Countries

Koh Sok Hiang¹, Christopher Fong¹, Shilpi Tripathi²

STUDENT PROFILE

43

years old
on average

28.2

average years of
work experience

99%

working
professionals



48% Male

52% Female



37%

senior management



26%

middle management



38%

professionals and executives

50 COUNTRIES REPRESENTED



16 INDUSTRIES REPRESENTED



Consultancy
Services



Consumer
Goods



Education



Facilities
Management



ICT & Media



Logistics



Government &
Public Sector



Healthcare



Staffing &
Recruitment



Food &
Beverages



Manufacturing



Real Estate



Financial
Services



Telecoms



Travel



Wholesale
Trade

* Aventis Student Profile

* Statistics presented in the student profile are representative of Aventis' Master's programmes.



Dr Celestine Tan

Doctorate in Education, European International University (Paris, France);
Master of Education in TESOL, University of Tasmania (Australia)

- Over 23 years of teaching experience working with students who are intellectually disabled or have special educational needs.
- Member of the American Psychological Association and the British Dyslexia Association.

Dr Jonathan EE

PhD (Psychology) University of
Birmingham, UK

- Senior Clinical Psychologist and Palliative Care Researcher at HCA Hospice.
- Lead Clinical Psychologist at Positive Life Psychology & Wellbeing Clinic, with over 10 years of professional experience in clinical practice, supervision, and psychological care.
- Registered Supervisor with the Singapore Psychological Society (SPS)





Dr Christopher Fong

Doctor of Professional Studies The
University of Southern Queensland

- Lead Clinical Consultant with over 25 years of experience across human resources, leadership, and organisational psychology.
- Internationally recognised expert in Applied Behavioural Sciences, specialising at the intersection of clinical psychology and organisational development.
- Appointed National Fellow in Singapore's social services sector in recognition of his impactful leadership and contributions to clinical practice and strategic leadership within the nonprofit landscape.

Dr Tan Kai Hai

Doctorate in Arts
European Institute of Management
and Technology,
Switzerland

- Dr. Tan Kai Hai brings over 15 years of experience in Special and Inclusive Education across teaching, research, and professional practice.
- He holds a Doctorate in Arts from the European International Management Institute, Switzerland, and a Master of Education (Special Education) from Nanyang Technological University.
- Dr. Tan has lectured at the National Institute of Early Childhood Development and local polytechnics, contributing to the development of educators and practitioners in the field. His areas of expertise include inclusive pedagogy, special educational needs, and early childhood intervention.
- Committed to fostering inclusive and equitable learning environments, Dr. Tan brings a wealth of academic and practical experience to the Master's programme, preparing students for leadership and professional excellence in education.



Ms Jeslyn Lim

Master of Education (Developmental Psychology) Nanyang Technological University

- Founder and Managing Director of Mind Culture and Co Founder and Managing Director of Thrive Psychology Clinic.
- Immediate Past President of the Association of Psychotherapy and Counsellors Singapore (APACS) and full member of the Singapore Psychological Society (SPS).
- Highly experienced psychologist, hypnotherapist, and ACTA-certified lecturer; certified in Integral Eye Movement Therapy (IEMT) and Advanced 5-PATH® Hypnotherapy, specialising in behavioural and language interventions, intellectual disability, childhood mental health, and staff wellness, and currently providing psychological services at NUH and Jurong Community Hospital.





Mr Anil Singh Soha

Master of Social Science in
Sociology National University of
Singapore

- Senior Lecturer with over 10 years of lecturing experience in corporate mental wellness and counselling programmes with Aventis and SUSS.
- Former Executive Director of HEB-Ashram Halfway House, with extensive leadership experience in rehabilitation and halfway house services.
- Professional experiences in Community Outreach & Engagement with the National Addictions Management Service (NAMS), Institute of Mental Health (IMH).

MR Benjamin Toh

Master of Guidance and Counselling
James Cook University (Australia)

- Registered Clinical Member and Registered Clinical Supervisor with the Singapore Association for Counselling (SAC), with over 10 years of professional counselling experience.
- Counsellor and researcher at the National Neuroscience Institute (NNI) and Institute of Mental Health (IMH), contributing to programme evaluation and applied mental health research.
- Experienced in individual performance and intervention across multidisciplinary teams.





Ms Eulisia Er

PhD Candidate in Psychology & Child Development
University College London

Master of Science in Special Education
University of Kansas

- Principal Educational Psychologist with expertise in early intervention, psychoeducational assessment, behaviour management, and evidence-based support for children with developmental and special educational needs.
- Pioneered transdisciplinary practice in Singapore's early intervention sector as one of the first psychologists to implement the framework in a government-funded EIPIC Centre, supporting families and educators for over a decade.
- Registered Psychologist and SRP Approved Supervisor (SPS), NCSS SkillsFuture Study Award recipient, and internationally recognised researcher in developmental disabilities, ADHD, family functioning, and social skills development.

ADMISSION CRITERIA

Candidates are expected to contribute to the class learning experiences in a cohort and peer learning environment. You will be assessed based on experience, aptitude, and potential.

Minimum Age: 21



ACADEMIC LEVEL

A Bachelor degree or equivalent
Undergraduate
Qualification in any
discipline, or;



ACADEMIC LEVEL

Graduate
Diploma/Diploma or
equivalent, with a
minimum of 8 years
working experience,
or



ACADEMIC LEVEL

30 years old and above,
with 8 years of working
experience but without
an academic
qualification, will also
be considered on a
case-by-case basis.



LANGUAGE PROFICIENCY

GCE O Level English
(C6 and above); or

IELTS score of
5.5 or above; or

For students who didn't meet
the language proficiency
requirement, they will need
to pass Aventis English
Proficiency Test (EPT).

HOW TO APPLY

- Completed Application Form
- Copies of academic certificates and transcripts
- An updated resume
- A copy of NRIC / Passport
- Non-refundable Application fee of S\$200 (subjected to GST)
- Miscellaneous Fees apply*

FINANCING YOUR MASTER DEGREE

The total course fee for the Master of Arts in Inclusive Special Education (MAISE) programme is S\$24,800, subjected to GST.

1st Instalment - upon acceptance	S\$6,200
2nd Instalment (before 3rd month)	S\$6,200
3rd instalment (before 5th month)	S\$6,200
4th instalment (before 7th month)	S\$6,200

APPLY NOW



DISABILITY STUDIES IN EDUCATION

This module explores historical and contemporary perspectives on disability, special educational needs and disability (SEND), and inclusive education.

Students will critically examine education policies, political frameworks, and social attitudes that shape inclusive practice. Through literature reviews and debate, they will develop a deeper understanding of disability rights, equality of opportunity, and the experiences of marginalised learners within educational settings.

LEARNING OUTCOMES

- Developed a critical approach to the disability discourse, key concepts and debates through engagement with literature and the course content
- Critically explored the social and legal context relating to children and young people with a SEND and their families
- Critically evaluated strategies for promoting rights and advocacy of children and young people with SEND and their families
- Formulated and presented clear critical arguments to make informed decisions about inclusive educational practices



EXPLORING RESEARCH: INFORMING AND CHANGING PRACTICE

This module develops the knowledge and skills required to use practitioner research as a tool for improving inclusive educational practice.

Students will explore theoretical frameworks, research methodologies, and reflective approaches that support meaningful change in educational settings. Through applied learning and real-world case studies, they will learn to identify barriers to inclusion and implement evidence-informed strategies that enhance learning outcomes for diverse learners.

LEARNING OUTCOMES

- Undertake a critical analysis of relevant literature that informs their understanding of their own practice;
- Become critically conversant with the practicalities of the practitioner research;
- focus on enquiry strategies appropriate to their research interest;
- discuss different research perspectives from a critically informed position;
- undertake a small-scale, analytical study in an educational area or issue in the student's own workplace;
- interpret and analyse the results in a manner, which not only makes sense to the student, but also informs change.



EXPLORING INCLUSIVE PEDAGOGY

This module critically examines the concept of inclusion and the role of SEND within different educational contexts and phases of learning.

Students will explore topics including inclusive provision, multi-agency collaboration, family partnerships, personalised learning, SEND legislation, and inclusive leadership. Through critical evaluation of policy and practice, they will develop the knowledge required to promote inclusive and equitable educational environments.

LEARNING OUTCOMES

- Critically examined the concepts of inclusive practice for pupils with a SEND;
- Evaluated the relationship to related concepts (e.g. rights, abilities) and the implications for teaching and learning in mainstream and special schools.
- Explored the nature and purpose of practitioner inquiry-led research
- Critically analysed their own context(s) and utilised this knowledge to make informed decision about working effectively in complex situations



AUTISM EDUCATION: THEORY AND PRACTICE

This module provides specialist knowledge of autism and its implications for educational practice and learner support.

Students will explore current theories, research, and perspectives on autism, while critically evaluating approaches to educational provision and inclusion. Drawing on academic, practitioner, and lived experiences, the module promotes a deeper understanding of the diverse experiences of autistic individuals.

LEARNING OUTCOMES

- Ability to evaluate and critique theory, research and practice relating to the education of pupils/adults with autism
- Developed knowledge and understanding about the past and current perspectives about the nature of autism and the spectrum of related disorders
- Gained insights into the lived experiences of autistic pupils and adults and their families
- Carried out research in the workplace with a sound understanding of the research methods used, how to evaluate the findings and make links between theory and practice
- Professional practice guidelines for the psycho-educational assessment & placement of students with special needs



DISSERTATION

This module provides students with the opportunity to undertake an independent research project within a chosen area of psychology, education, or inclusive practice.

Students will apply the research knowledge, analytical skills, and theoretical understanding gained throughout the programme to investigate a topic of interest in depth. The module culminates in the production of a dissertation that demonstrates academic rigour, critical thinking, and evidence-based research skills.

LEARNING OUTCOMES

- Design, plan and undertake a practitioner research project that addresses a professionally relevant aspect of inclusive special educational practice, demonstrating a critical understanding of ethical considerations, research design, methodology, data collection methods, and the application of theory to practice-based inquiry.
- Critically evaluate educational research, methodologies, and findings in relation to inclusive special education theory and practice, drawing evidence-based conclusions and recommendations that support improved outcomes for learners, schools, and educational settings.
- Demonstrate advanced skills in critical thinking, problem-solving, decision-making, and professional communication, including the ability to synthesise information, formulate sustained arguments, relate theory to practice, and effectively present research findings to both specialist and non-specialist audiences.



UNIVERSITY OF
CHICHESTER



Cert No: EDU-2-2177
Validity: 02/04/2026 - 01/04/2030

www.aventis.edu.sg

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Sources quoted are correct as at 14 Nov 2025