



## **Module Specification**

### **Education in Practice: Special Needs**

Version: 2023-24, v2.0, 19 Apr 2023

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## Part 1: Information

**Module title:** Education in Practice: Special Needs

**Module code:** UTTNBS-30-2

**Level:** Level 5

**For implementation from:** 2023-24

**UWE credit rating:** 30

**ECTS credit rating:** 15

**Faculty:** Faculty of Arts Creative Industries & Education

**Department:** ACE Dept of Education and Childhood

**Partner institutions:** None

**Delivery locations:** Not in use for Modules

**Field:** Primary, Early Childhood and Education Studies

**Module type:** Module

**Pre-requisites:** None

**Excluded combinations:** None

**Co-requisites:** None

**Continuing professional development:** No

**Professional, statutory or regulatory body requirements:** None

## Part 2: Description

**Overview:** Not applicable

**Features:** Not applicable

**Educational aims:** The purpose of this module is to enable students to apply their learning from the programme to a work context. It is also anticipated that this

opportunity will also support students in considering and planning for their own professional futures.

**Outline syllabus:** This module will require the student to organise, engage with and reflect appropriately upon work-based learning opportunities relating to Special Needs in education. This can be in a single setting or a number of relevant contexts. If the student has taken the opportunity to gain experience in more than one setting all of these may feature in their assignments, but at least one of these experiences needs to be of sufficient length to enable the student to reflect on this in depth in their assignments. The work-based learning can vary in length according to the needs of the student and the arrangement/s arrived at with the organisation/s but need to total a minimum of 15 full days. (Except in exceptional circumstances) The possibilities for the work-based learning is very broad, but it needs to be relevant to the programme context of Special Needs in education.

### **Part 3: Teaching and learning methods**

**Teaching and learning methods:** Students will be supported through a taught input, and through tutor and peer support during their work-based experience/s. This may be face-to-face or virtual/online as appropriate.

**Module Learning outcomes:** On successful completion of this module students will achieve the following learning outcomes.

**MO1** Apply their understandings of learning and teaching to an analysis of their own practice

**MO2** Analyse their professional skills and attributes with reference to relevant literature

**MO3** Identify issues and potential next steps relating to personal pedagogic and professional development and possible career focus

**MO4** Critically reflect on theories of learning and teaching and contemporary pedagogical practices with reference to a work-based context

**MO5** Evaluate the relationship between policy and practice in a specific context

**MO6** Identify and explore ethical issues and practical implications of statutory requirements such as equality legislation, information sharing and safeguarding in a specific work context.

**MO7** Identify and explore key issues and how these might be progressed with reference to a work-based scenario.

**Hours to be allocated:** 300

**Contact hours:**

Independent study/self-guided study = 175 hours

Placement = 105 hours

Face-to-face learning = 20 hours

Total = 300

**Reading list:** The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://uwe.rl.talis.com) via the following link <https://uwe.rl.talis.com>

## **Part 4: Assessment**

**Assessment strategy:** The module will be assessed by a reflective log and a report which will evidence their individual engagement, critical reflections on their experiences, and their learning within the chosen educational context/s. Student will be expected to draw links between theory and practice, identify and explore critical incidents and analyse relevant themes to inform their subsequent learning. The format of the report should be appropriate to the work context.

**Assessment components:**

**Reflective Piece (First Sit)**

Description: Reflective Log

Weighting: 25 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3

**Written Assignment (First Sit)**

Description: Written Report

Weighting: 75 %

Final assessment: No

Group work: No

Learning outcomes tested: MO4, MO5, MO6, MO7

**Reflective Piece (Resit)**

Description: Reflective Log

Weighting: 25 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3

**Written Assignment (Resit)**

Description: Written Report

Weighting: 75 %

Final assessment: No

Group work: No

Learning outcomes tested: MO4, MO5, MO6, MO7

**Part 5: Contributes towards**

This module contributes towards the following programmes of study:

Education (Special Needs) [Frenchay] BA (Hons) 2022-23

Education (Special Needs) {Foundation} [Sep][FT][Frenchay][4yrs] BA (Hons) 2021-22