






MODULE SPECIFICATION

Part 1: Information			
Module Title	Special Needs Policy and Practice		
Module Code	UTTGVK-30-2	Level	2
For implementation from	September 2019		
UWE Credit Rating	30	ECTS Credit Rating	15
Faculty	Arts, Creative Industries and Education	Field	Primary Early Childhood and Education Studies
Department	Education and Childhood		
Contributes towards	BA (Hons) Education BA (Hons) Education with Foundation Year BA (Hons) Education (Special Needs)		
Module type:	Standard		
Pre-requisites	None		
Excluded Combinations	UTTGVF-30-2 Digital Learning Policy and Practice		
Co- requisites	None		
Module Entry requirements	None		

Part 2: Description
<p>During this module students will engage in discussions related to SEND practices and analyse how regional, national and international SEND strategies and policies underpin and direct practice in a wide range of educational settings. Areas students will gain experience and knowledge of include:</p> <ul style="list-style-type: none"> • Introduction to SEND policy and impact on practice • Historical, societal, political context of SEND • SEND rights, inequalities and equity • 21st century education around the world: global perspectives of SEND • Education policy discourses on SEND in educational settings and workplaces • Inclusive practice
Part 3: Assessment: Strategy and Details
<p>Students will engage in individual and group learning activities throughout the module which they will submit as an individual summative portfolio. Learning activities will vary but may include:</p> <ul style="list-style-type: none"> • Preparing and conducting a group discussion of literature relevant to a theme of the module • Critiquing an SEND policy/strategy/white paper through an in-house Policy Symposium. • Developing and presenting an SEND strategy proposal

Identify final timetabled piece of assessment (component and element)		A																					
% weighting between components A and B (Standard modules only)		A: 100%		B:																			
First Sit																							
Component A (controlled conditions) Description of each element		Element weighting (as % of component)																					
1. Portfolio		100%																					
Component B Description of each element		Element weighting (as % of component)																					
N/A																							
Resit (further attendance at taught classes is not required)																							
Component A (controlled conditions) Description of each element		Element weighting (as % of component)																					
1. Portfolio		100%																					
Component B Description of each element		Element weighting (as % of component)																					
N/A																							
Part 4: Learning Outcomes & KIS Data																							
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> 1. Identify SEND educational policies and strategies (national and international) and explore the rationales and agencies behind these. 2. Analyse the impact of SEND policies and national initiatives on the provision for SEND in a wide range of educational contexts. 3. Discuss the complexities of policy discourses in light of emergent and multifaceted issues relating to SEND 4. Use current understanding of aspects of SEND policy and practice to identify strategies to address barriers to learning. 																						
Key Information Sets Information (KIS)	<p><u>Key Information Set - Module data</u></p> <table border="1"> <tr> <td colspan="5"><i>Number of credits for this module</i></td> <td style="text-align: center;">30</td> </tr> <tr> <td>Hours to be allocated</td> <td>Scheduled learning and teaching study hours</td> <td>Independent study hours</td> <td>Placement study hours</td> <td>Allocated Hours</td> <td></td> </tr> <tr> <td style="text-align: center;">300</td> <td style="text-align: center;">72</td> <td style="text-align: center;">228</td> <td style="text-align: center;">0</td> <td style="text-align: center;">300</td> <td style="text-align: center;"></td> </tr> </table>					<i>Number of credits for this module</i>					30	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours		300	72	228	0	300	
<i>Number of credits for this module</i>					30																		
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours																			
300	72	228	0	300																			
Contact Hours	<p>The table below indicates as a percentage the total assessment of the module which constitutes a;</p> <p>Written Exam: Unseen or open book written exam</p>																						

Total Assessment	Coursework: Written assignment or essay, report, dissertation, portfolio, project or in class test			
	Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam (i.e. an exam determining mastery of a technique)			
	Total assessment of the module:			
	Written exam assessment percentage			0%
	Coursework assessment percentage			100%
Practical exam assessment percentage			0%	
			100%	
Reading List	<ul style="list-style-type: none"> • Boggis, A. (2017) <i>Dis/abled childhoods?: a transdisciplinary approach</i> Palgrave Macmillan • Bolt, D. (2014) <i>Changing social attitudes toward disability: perspectives from historical, cultural, and educational studies</i> Routledge • Cline, T. (2018) <i>The assessment of special educational needs: international perspective</i> Routledge • Wearmouth, J. (2018) <i>Special educational needs and disability: the basics</i> Routledge 			

FOR OFFICE USE ONLY

UVP Approval Date	27tyh March 2019		
Revision ASQC Approval Date	Version	1	Link to workspace