



Module Specification

Special Needs Policy and Practice

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Part 1: Information

Module title: Special Needs Policy and Practice

Module code: UTTGVK-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: Digital Learning Policy and Practice 2023-24

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: 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.

Outline syllabus: Areas students will gain experience and knowledge of include:

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: Teaching and learning methods

Teaching and learning methods: See Learning Outcomes.

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

MO1 Identify SEND educational policies and strategies (national and international) and explore the rationales and agencies behind these.

MO2 Analyse the impact of SEND policies and national initiatives on the provision for SEND in a wide range of educational contexts.

MO3 Discuss the complexities of policy discourses in light of emergent and multifaceted issues relating to SEND.

MO4 Use current understanding of aspects of SEND policy and practice to identify strategies to address barriers to learning.

Hours to be allocated: 300

Contact hours:

Independent study/self-guided study = 228 hours

Face-to-face learning = 72 hours

Total = 300

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

Part 4: Assessment

Assessment strategy: 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:

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

Assessment components:**Portfolio (First Sit)**

Description: Portfolio

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

Portfolio (Resit)

Description: Portfolio

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

Part 5: Contributes towards

This module contributes towards the following programmes of study:

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

Education [Frenchay] BA (Hons) 2022-23

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

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