




MODULE SPECIFICATION

| Part 1: Information | | | |
|---------------------------|--|--------------------|---|
| Module Title | Meeting Diverse Needs | | |
| Module Code | UTTGVJ-30-2 | Level | 2 |
| For implementation from | September 2019 | | |
| UWE Credit Rating | 30 | ECTS Credit Rating | 30 |
| 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 | UTTGVG-30-2 Digital Learning design | | |
| Co- requisites | None | | |
| Module Entry requirements | None | | |

| Part 2: Description |
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| <p>This module will introduce a range of approaches to meeting the needs, aspirations and interests of learners with specific and complex needs. Drawing on theoretical and practical contexts students will engage in the exploration and analysis of contemporary approaches. Students will investigate the perspectives of the learners and consider how learning design can enable and facilitate learning in formal and informal settings.</p> <p>The module will involve developing knowledge and skillsets into areas such as:</p> <ul style="list-style-type: none"> • Working with learners with SEND • Identifying and meeting diverse needs • Partnership working • Enabling environments • Exploring current approaches • Designing and evaluating learning solutions <p>There will be sessions that intensively explore these themes and associated practical sessions. Students will have the chance to visit SEND learning contexts and will also benefit from visiting speakers working and researching in the field. Seminars and readings will support students in making links between theories and practices. There will be opportunity to develop specific areas of interest as students will be facilitated in exploring the practical applications of theoretical models and evaluate impact in respect of learners and their learning. Students will also be encouraged to develop and evaluate their own solutions for specified learning needs and contexts.</p> |

| Part 3: Assessment: Strategy and Details | | |
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| <p>The assessment will take the form of a portfolio which will comprise a number of elements related to the themes of the module These may include:</p> <p>Drawing on engagement with theories and practices</p> <ul style="list-style-type: none"> - A report on the features of enabling learning environments and communities - Description and evaluations of approaches researched - A directory for a practical bank of materials and resources the student has gathered <p>Reflection on personal stance to SEND and exposition of the values and principles underpinning and informing their development and practice</p> <p>Learning plan for a specific SEND learning scenario together with a critical evaluation of the final learning design, incorporating insights gained from peer and tutor feedback with reference to the needs it was designed to meet.</p> | | |
| Identify final timetabled piece of assessment (component and element) | A | |
| % weighting between components A and B (Standard modules only) | A: | B: |
| | 100% | |
| 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) | |
| 1. | | |
| 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) | |
| 1. | | |
| 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. Articulate the underlying values and principles relevant to SEND in educational contexts and provide rationale for their developing personal stance 2. Evaluate a range of strategies and interventions in relation to supporting learners with Special Educational Needs and Disability 3. Discuss the complexity of interactions between learning and contexts, and analyse the range of ways in which participants (including learners and educators) can influence the learning process 4. Conceive of and provide rationale for pedagogical strategies to meet a specific educational need/s. | |

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| Key Information Sets Information (KIS) | Key Information Set - Module data | | | | | | | | | | | | | | | | | | | |
| | <i>Number of credits for this module</i> | | | | | 30 | | | | | | | | | | | | | | |
| Contact Hours | Hours to be allocated | Scheduled learning and teaching study hours | Independent study hours | Placement study hours | Allocated Hours | | | | | | | | | | | | | | | |
| | 300 | 72 | 228 | 0 | 300 |  | | | | | | | | | | | | | | |
| Total Assessment | The table below indicates as a percentage the total assessment of the module which constitutes a; | | | | | | | | | | | | | | | | | | | |
| | <p>Written Exam: Unseen or open book written exam 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)</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td colspan="2">Total assessment of the module:</td> <td></td> </tr> <tr> <td>Written exam assessment percentage</td> <td></td> <td style="text-align: center;">0%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td></td> <td style="text-align: center;">100%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td></td> <td style="text-align: center;">0%</td> </tr> <tr> <td></td> <td></td> <td style="text-align: center;">100%</td> </tr> </table> | | | | | Total assessment of the module: | | | Written exam assessment percentage | | 0% | Coursework assessment percentage | | 100% | Practical exam assessment percentage | | 0% | | | 100% |
| Total assessment of the module: | | | | | | | | | | | | | | | | | | | | |
| Written exam assessment percentage | | 0% | | | | | | | | | | | | | | | | | | |
| Coursework assessment percentage | | 100% | | | | | | | | | | | | | | | | | | |
| Practical exam assessment percentage | | 0% | | | | | | | | | | | | | | | | | | |
| | | 100% | | | | | | | | | | | | | | | | | | |
| Reading List | <p>Blandford, S. (2017) <i>Achievement for All in International Classrooms: Improving Outcomes for Children and Young People with Special Educational Needs and Disabilities</i> Bloomsbury Callus, A.M. (2016) <i>The Disabled Child's Participation Rights</i> Routledge Coupe, J. (2018) <i>The education of children with severe learning difficulties: bridging the gap between theory and practice</i> Routledge Wearmouth, J. (2018) <i>Special educational needs and disability: the basics</i> Routledge</p> | | | | | | | | | | | | | | | | | | | |

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| UVP Approval Date | | Date of UVP approval | | |
| Revision ASQC Approval Date | | Version | 1 | Link to workspace |