Module Specification

Meeting Diverse Needs

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

Contents

Part 1: Information

Module title: Meeting Diverse Needs

Module code: UTTGVJ-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 Design 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: 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.

Outline syllabus: The module will involve developing knowledge and skillsets into areas such as:

Working with learners with SEND

Identifying and meeting diverse needs

Partnership working

Enabling environments

Exploring current approaches

Designing and evaluating learning solutions

Part 3: Teaching and learning methods

Teaching and learning methods: 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.

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

> **MO1** Articulate the underlying values and principles relevant to SEND in educational contexts and provide rationale for their developing personal stance.

> **MO2** Evaluate a range of strategies and interventions in relation to supporting learners with Special Educational Needs and Disability.

MO3 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.

MO4 Conceive of and provide rationale for pedagogical strategies to meet a specific educational need/s.

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 via the following link https://uwe.rl.talis.com/index.html

Part 4: Assessment

Assessment strategy: 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:

Drawing on engagement with theories and practices

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

Reflection on personal stance to SEND and exposition of the values and principles underpinning and informing their development and practice.

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.

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