



## **Module Specification**

### **Meeting Diverse Needs**

Version: 2024-25, v3.0, 01 Mar 2024

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## Part 1: Information

**Module title:** Meeting Diverse Needs

**Module code:** UTTGVJ-30-2

**Level:** Level 5

**For implementation from:** 2024-25

**UWE credit rating:** 30

**ECTS credit rating:** 15

**College:** College of Health, Science & Society

**School:** CHSS School of Education and Childhood

**Partner institutions:** None

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

**Module type:** Module

**Pre-requisites:** None

**Excluded combinations:** Digital Learning Design 2024-25

**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](https://uwe.rl.talis.com/index.html) via the following link <https://uwe.rl.talis.com/index.html>

## **Part 4: Assessment**

**Assessment strategy:** What is/are the assessment task(s)?

25% Presentation - Group presentation of 6 minutes per student plus additional question time of 1 minute per student

75% Written assignment – A case study report equivalent to 3000 words

Why is this assessment being used?

The assessments use module themes to incorporate a case-study approach. This is intended to develop students' ability to apply their knowledge and skills to problem-based learning. The group presentation enables students to work collaboratively to develop the skills needed for inclusive, co-productive practice. The individual written assignment builds on this and deepens engagement with theory, policy and current literature to discuss educational environments and communities; analyse and select appropriate practices and related strategies, techniques and resources. This should enable students to explore their own interests and develop skills and knowledge to support work related learning, dissertation preparation, and professional practice.

How will students be supported to meet the assessment requirements?

The pedagogical approach for this module will include groupwork and informal presentation tasks. The case study approach across module themes will prepare students for both assignment tasks. Formative and early summative assessment feedback will support students' assessment literacy and academic skills development.

### **Assessment tasks:**

#### **Presentation (First Sit)**

Description: Group presentation (approximately 6 minutes per student plus additional time for questioning)

Weighting: 25 %

Final assessment: No

Group work: Yes

Learning outcomes tested: MO1, MO2, MO3

#### **Written Assignment (First Sit)**

Description: Written assignment (3000 words)

Weighting: 75 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO3, MO4

#### **Presentation (Resit)**

Description: Group presentation (approximately 6 minutes per student plus additional time for questioning)

Weighting: 25 %

Final assessment: No

Group work: Yes

Learning outcomes tested: MO1, MO2, MO3

#### **Written Assignment (Resit)**

Description: Written assignment (3000 words)

Weighting: 75 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO3, MO4

## **Part 5: Contributes towards**

This module contributes towards the following programmes of study:

Education (Special Needs) [Frenchay] BA (Hons) 2023-24

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

Education [Frenchay] BA (Hons) 2023-24

Education {Foundation} [Frenchay] BA (Hons) 2022-23