



Module Specification

Meeting Diverse Needs

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Part 1: Information

Module title: Meeting Diverse Needs

Module code: UTTGVJ-30-2

Level: Level 5

For implementation from: 2025-26

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: None

Co-requisites: None

Continuing professional development: No

Professional, statutory or regulatory body requirements: None

Part 2: Description

Overview: This module will explore approaches to meeting the needs, aspirations and interests of all learners. It will focus on diversity and inclusion, with regard to intersectionality and addressing barriers to learning. The module will draw on theoretical, practical and policy contexts, enabling students to 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 through inclusive practice in formal and informal settings.

Features: The design of this module reflects a wider programme aim to promote a student-centred approach to teaching and learning that is agile, responsive, accessible and, ultimately, equitable. This draws on a spiral learning approach, meaning core concepts, theories and ideas are introduced and revisited with increasing levels of complexity. This spiral approach is underpinned by three core pillars of learning: education for personal development, education for professional development and education for social justice and social change. Embedding these within and across modules is central to the programme team's ambition of creating inclusive teaching and learning experiences.

Educational aims: To develop students' understanding of inclusion in education;

To provide an overview of relevant theory, policy and practice in the field of inclusive education;

To provide opportunities for students to engage with a range of perspectives, including lived experience and research;

To bring these together to enable students to apply their knowledge to examine and select strategies for their future practice.

Outline syllabus: The module will provide students with the opportunity to develop their knowledge and skillsets related to diversity and inclusivity in education. This will include exploring approaches to inclusive education, practical strategies for working with diverse learners who may experience specific, co-occurring and intersecting challenges in educational contexts. There will be a focus on enabling environments and partnership working to support students in analysing and selecting appropriate learning solutions.

Throughout, students are encouraged to reflect on professional practice, future employability and career development.

Part 3: Teaching and learning methods

Teaching and learning methods: Delivery will take the form of lectures, seminars and tutorials. Current, relevant technology will be employed as appropriate in both preparatory tasks and face-to-face sessions.

Tasks and activities throughout the module will support students' developing academic literacy.

There will be sessions that intensively explore module themes and associated practical sessions. 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 to 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.

Use of regular in-class formative assessment and feedback will build student confidence, assessment literacy and academic integrity.

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

MO1 Discuss the underlying values and principles relevant to inclusion in educational contexts.

MO2 Reflect on their developing personal stance in relation to inclusive education in the UK.

MO3 Discuss the rationale for particular pedagogical strategies to address barriers to learning and meet specific educational needs.

MO4 Analyse the ways in which policy, practice and participants can influence the learning process.

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/modules/uttgvj-30-2.html) via the following link <https://uwe.rl.talis.com/modules/uttgvj-30-2.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.

Wordcounts indicated for written assessment tasks are maximum wordcounts. For all such assessment tasks students are given the flexibility to work to 10% under the

stated wordcount. Assessment wordcounts are one of a range of supportive guidance measures offered to students to help them fully address the assessment requirements, and to meet the module learning outcomes. Alongside maximum wordcounts, we strongly encourage students to proactively engage with the full range of assessment guidance provided within module handbooks, on the VLE assessment guidance pages and through in-class assessment guidance sessions.

Assessment tasks:**Presentation (First Sit)**

Description: Group presentation 6 minutes per student plus 1 minute per student 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 6 minutes per student plus 1 minute per student 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 [Frenchay] BA (Hons) 2024-25

Education (Special Needs) [Frenchay] - Withdrawn BA (Hons) 2024-25

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

Education [Frenchay] - Withdrawn BA (Hons) 2024-25

Education {Foundation} [Frenchay] BA (Hons) 2023-24