



**CORPORATE AND ACADEMIC SERVICES**

**MODULE SPECIFICATION**

**Part 1: Basic Data**

Module Title	Disability Special Educational Needs and Inclusion				
Module Code	UTTQQ5-30-2	Level	2	Version	1
Owning Faculty	ACE	Field	Primary, Early Childhood and Education Studies		
Contributes towards	BA (Hons) Education Learning and Development BA (Hons) Education & Early Childhood				
UWE Credit Rating	30	ETCS Credit Rating	15	Module Type	Standard
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements		
Valid From	September 2012		Valid to	September 2018	

**CAP Approval Date** 2<sup>nd</sup> May 2012

**Part 2: Learning and Teaching**

Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> <li>1) Reflect with understanding upon the social model of disability, the rights of disabled people and the current policy and legislation relating to Disability Equality(Comp B)</li> <li>2) Gain insight into a range of perspectives and issues surrounding the social and educational inclusion of those with a disability, particularly the perspective of the disabled community (Comps A and B)</li> <li>3) Develop awareness of the theoretical frameworks for particular difficulties in learning (Comp A and B)</li> <li>4) Developed an understanding of systems for identifying special educational needs / disabilities in relation to policy and practice at national, local and setting level (Comp A)</li> <li>5) Explore issues of equal opportunities and the rights for children, young people and adults who have identified disabilities or special educational needs (Comp A and B)</li> <li>6) Engage in small scale enquiry into educational provision that seeks to achieve social and/or educational inclusion (Comp B)</li> <li>7) take responsibility for own learning, articulating their own preferred learning styles and strategies and managing their own development (Comp A,B)</li> <li>8) engage effectively in debate in a professional manner and produce coherent written and oral reports on procedures (Comp A,B)</li> </ol>
Syllabus Outline	<ul style="list-style-type: none"> <li>• Discussion of recent legislation and guidance in relation to disability and SEN</li> <li>• Issues arising from language use in this field of study</li> <li>• Conceptions and practices of inter professional interaction to support children young people adults with disabilities and their families</li> <li>• Exploration into various perspectives on social and educational inclusion – children, young</li> </ul>

	<p>people, parents, teachers, professionals and the disabled community themselves</p> <ul style="list-style-type: none"> <li>• Understanding of the social and medical models of disability</li> <li>• Exploration into a variety of different difficulties in learning faced by children, young people and adults</li> <li>• Identification and assessment processes of a range of different learning difficulties and disabilities</li> <li>• organisation of support and mobilisation of resources for all participants in social and educational contexts</li> <li>• understanding of range of research processes to explore social and educational inclusion for those with identified disabilities and special educational needs</li> </ul>
Contact Hours/ Scheduled Hours	<p>Contact time for this module will take the form of lectures, seminars, tutorials, workshops, presentations, directed study, online engagement and e-mail contact. The following structure represents a typical delivery; the precise delivery pattern will vary from year to year.</p> <p>Whole cohort events: 22 hours</p> <p>Smaller group events (seminars, tutorials, workshops, presentations): 38 hours</p> <p>Guided study (group and individual tasks, including online engagement): 12 hours</p>
Teaching and Learning Methods	<p><b>Scheduled learning:</b> This includes lectures, seminars, tutorials, workshops, presentations, guided study, online engagement and e-mail contact.</p> <p><b>Independent learning:</b> There is an expectation that students engage in approximately 3hours of independent learning for each hour of contact time on a module. This work includes hours engaged with essential reading, additional reading around areas of particular interest, assignment preparation and completion and review of feedback.</p>
Reading Strategy*	<p><b>Essential Reading</b> It is essential that students read one of the many texts on research methods available through the Library. Module guides will also reflect the range of reading to be carried out.</p> <p><b>Further Reading</b> Students are expected to identify all other reading relevant to their chosen research topic for themselves. They will be encouraged to read widely using the library catalogue, a variety of bibliographic and full text databases, and Internet resources. Many resources can be accessed remotely.</p> <p><b>Access and Skills</b> The development of literature searching skills is supported by a Library seminar provided within the first semester and by the Graduate Development Programme at level three. These level three skills will build upon skills gained by the student whilst studying at levels one and two. Additional support is available through the Library Services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. Sign up workshops are also offered by the Library.</p>
Indicative Reading List	<p>Frederickson N &amp; Cline T (2009) Special Educational Needs: Inclusion and Diversity, Maidenhead: Open University Press</p> <p>Kate Martin (2009) Making Ourselves Heard : Exploring disabled children's participation National Childrens Bureau</p> <p>SHAKESPEARE T 1998 ed The Disability Reader: social science perspectives London: Cassell</p> <p>Tsokova D &amp; Tarr J (2012) Diverse perspectives on Inclusive School Communities London: Routledge (e-book)</p> <p>CSIE (2011) Index for Inclusion</p> <p>Nind M, Rix J, Sheehy K, Simmons K 2003 Inclusive Education: diverse perspectives London David Fulton</p> <p>Slee R (2011) Irregular School. Exclusion, Schooling and Inclusive Education, London&amp;NY: Routledge</p> <p>Thomas G and Loxley A 2002 Deconstructing Special Education and Constructing Inclusion OUP Buckingham</p> <p>Thomas G &amp; Vaughan M 2004 Inclusive Education readings and reflections OUP Buckingham</p>

*\*Please note that this is currently under review and new guidance may be issued in 2012*

### Part 3: Assessment

<b>Assessment Strategy</b>	<p>The Department of Education views assessment and assessment feedback as an integral part of the learning and teaching process and, as such, provides a range of assessment opportunities which are innovative and creative yet rigorous and able to fulfil the requirements of both the University of West of England and relevant professional bodies.</p> <p>There will be both a variety of assessment types and methods utilised throughout each of the programmes and a variety of forms of feedback incorporating formative and summative perspectives on academic and professional development.</p> <p>Further details of the University requirements for Assessment and Assessment Feedback can be found in F6 of Academic Regulations 2011-2012.</p> <p>The Assessment strategy for this module is designed to support students in gaining an understanding of professional roles and how these individual roles form part of wider professional partnerships.</p>
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Identify final assessment component and element	<b>B</b>	
% weighting between components A and B (Standard modules only)	<b>A:</b>	<b>B:</b>
	25	75

<b>First Sit</b>	
<b>Component A (controlled conditions)</b>	<b>Element weighting</b>
<b>Description of each element</b>	
<p>8 minute individual presentation, to include questions from tutor and peers Assessment Criteria: AL2 , GL2</p> <p><b>A: Conceptual Domain (Core)</b> The assignment demonstrates that the student can use and organise coherently relevant ideas and perspectives to interpret and/or explore issues under study.</p> <p><b>G: Action Domain</b> The assignment demonstrates that the student can articulate a relationship between theory and practice in the workplace, and can use reflection to develop a personal theory and refine professional practice, with due regard to issues of equity and social justice.</p>	100
<b>Component B</b>	<b>Element weighting</b>
<b>Description of each element</b>	
<p>Report of a small scale enquiry into an aspect of social and/or educational inclusion (3750 words) Assessment Criteria: AL2 , DL2, GL2</p> <p><b>A: Conceptual Domain (Core)</b> The assignment demonstrates that the student can use and organise coherently relevant ideas and perspectives to interpret and/or explore issues under study.</p> <p><b>D: Research Domain</b> The assignment demonstrates that the student can plan for and execute a small scale enquiry in a systematic manner, showing how their thinking was affected as the enquiry unfolded and showing that they can discuss the suitability of alternative approaches.</p> <p><b>G: Action Domain</b> The assignment demonstrates that the student can articulate a relationship between theory and practice in the workplace, and can use reflection to develop a personal theory and refine professional practice, with due regard to issues of equity and social justice.</p>	100

<b>Resit (further attendance at taught classes is not required)</b>	
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b>
8 minute individual presentation, to include questions from tutor and peers Assessment Criteria: AL2 , GL2	100
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b>
Report of a small scale enquiry into an aspect of social and/or educational inclusion (3750 words) Assessment Criteria: AL2 , DL2, GL2	100
<p>a student is permitted an <b>EXCEPTIONAL RETAKE</b> of the module the assessment will be that indicated by the Module Description at the time that retake commences.</p>	