

Please read Guidance 3xviii in order to complete this form.

New Module Form/Module Narrative

1.	Module code:	M13
2.	Title:	Evidence and Pedagogy for Inclusion
3.	Credit points:	30
4.	FHEQ level:	7
5.	Start term:	Autumn, Spring, Summer
6.	Module leader:	Dr Siobhan Mellor
7.	Accredited by:	
8.	Module restrictions:	
	(a) Pre-requisite	<p>Students must have completed at least one of the following:</p> <p>M03 Autism Spectrum Conditions M04 Social, Emotional and Mental Health Needs M05 Dyslexia - Leadership and Intervention M07 Speech, Language and Communication Needs M08 Cognition and Learning M09 Psychology for Education M20 Senior Mental Health Leadership - Advanced Award M23 Gender and Sexuality M24 Cross-cultural Issues in SEND M26 Migration and Language Acquisition DAPP22-01 Mathematical Understanding and Teaching Methods</p> <p>A pathway specialism based on the passed prerequisite module must be maintained throughout the Evidence and Pedagogy for Inclusion module.</p>
	(b) Programme restrictions	None
	(c) Level restrictions	PG
	(d) Other restrictions or requirements	
9.	Aims:	<p>Evidence and Pedagogy for Inclusion aims to enable students to link theory to applied professional practice within educational settings. Drawing upon the specialist knowledge gained from their prior module they will use Appreciative Inquiry techniques to review existing practice in a nominated inclusion focus area. After completing this module students will carry with them the skills to be able to plan, deliver and evaluate interventions in their educational setting for pupils with needs in the nominated inclusion focus area and to critically engage with the body of knowledge underpinning their focus area. They will also promote a culture/ethos of engaging with and listening to pupils and parents, whilst demonstrating skills to practice safely, ethically and in partnership.</p>
10	Learning outcomes: (<i>Knowledge and Skills sections can be merged if appropriate</i>)	<p>On successful completion of this module, students will:</p>

	<ol style="list-style-type: none"> 1. In depth knowledge of current theories about underlying issues for pupils with nominated area of inclusion and of the scope, processes and methods of supporting pupils within this focus area 2. Apply knowledge of evidence-based practice to working in their focus area in a real-world context, employing Appreciative Inquiry techniques for embarking upon organisational change. 3. Critically evaluate evidence-informed provision in their setting for pupils with needs in a nominated inclusion focus area. 4. Work in a professional manner that is ethical, respectful and sensitive to the needs of pupils and offers genuine engagement opportunities with parents/carers to ensure best outcomes.
11	<p>Syllabus:</p> <p>The curriculum is organised around three major themes:</p> <ul style="list-style-type: none"> ● Planning and implementing evidence-informed provision in the setting ● Evaluating the impact of provision in the learning environment ● Reflecting on leadership, management and change to meet the needs of learners with SEND in the setting
12	<p>Learning and teaching strategy:</p> <p>Learning and teaching will be via distance education using Real Training's online Virtual Learning Environment, Campus Online.</p> <p>Students access the study topics, including the learning activity instructions and supporting content through Campus Online.</p> <p>Campus Online is an integrated environment that:</p> <ul style="list-style-type: none"> ● Guides the student through the module, giving instruction of what to do to complete the module's series of Learning Experiences. These experiences are designed to cover the Learning Outcomes so that the student can pass their assessments. ● Allows students to manage and track their progress through the activities and assessments. ● Enables students to submit their evidence and assignments, and receive feedback from their tutors. <p>These are supported by activities that promote review and reflection and provide access to relevant theory, policy, case study and exercises. There is access to supporting content including:</p> <ul style="list-style-type: none"> ● Directed reading of selected papers, book chapters, specialist online materials. ● Use of case study examples, videos and other learning materials. <p>Campus Online also supports a collaborative learning environment with:</p> <ul style="list-style-type: none"> ● Fellow students via peer review, presentations by students, group forums and participation in online discussion forums including action learning sets. ● Interaction with tutors and learning coaches including receiving feedback, support (for learning, technical questions and course administration) via private messaging and forums.

	<ul style="list-style-type: none"> Both students and tutors via forums and webinars (online seminars, live and recorded) by tutors and visiting professionals and academics. 																																																
13	<p>Assessment scheme:</p> <p>(a) Formative assessment scheme</p> <p>Self evaluation questionnaires to self-check knowledge and understanding through the module.</p> <p>All assessments are able to be submitted to tutors ahead of final submission in order to receive formative feedback.</p>																																																
	<p>(b) Summative assessment scheme</p> <table border="1" style="width: 100%;"> <tr> <td colspan="5"> <p>Task 1: Analysis of the Appreciative Inquiry process undertaken to review an aspect of inclusion provision in the setting, and an evidence-informed plan to implement changes in the setting to reduce barriers for learners (in nominated area).</p> </td> </tr> <tr> <td>Weighting</td> <td>Specification e.g. word count / duration / no. of pages</td> <td>LO mapped to</td> <td>Anonymously marked</td> <td>Ethics approval required</td> </tr> <tr> <td>41%</td> <td>2500 words</td> <td>1, 2</td> <td><i>x</i> No <input type="checkbox"/> Yes</td> <td><i>x</i> No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module</td> </tr> <tr> <td colspan="5"> <p>Task 2: A case study evaluating planned support for a pupil (or pupils) in a nominated area of inclusion, incorporating a critique of the selected model of provision or intervention, which interrogates the theory, evidence base and programme design.</p> </td> </tr> <tr> <td>Weighting</td> <td>Specification e.g. word count / duration / no. of pages</td> <td>LO mapped to</td> <td>Anonymously marked</td> <td>Ethics approval required</td> </tr> <tr> <td>41%</td> <td>2500 words</td> <td>3</td> <td><i>x</i> No <input type="checkbox"/> Yes</td> <td><input type="checkbox"/> No <i>x</i>Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module</td> </tr> <tr> <td colspan="5"> <p>Task 3: A reflective journal incorporating critical analysis of professional development undertaken, relevant research and consideration of implications for work with colleagues and applied practice within a nominated area of inclusion.</p> </td> </tr> <tr> <td>Weighting</td> <td>Specification e.g. word count / duration / no. of pages</td> <td>LO mapped to</td> <td>Anonymously marked</td> <td>Ethics approval required</td> </tr> <tr> <td>18%</td> <td>1000 words</td> <td>4</td> <td><i>x</i> No <input type="checkbox"/> Yes</td> <td><i>x</i> No <input type="checkbox"/> Yes – individual student</td> </tr> </table>				<p>Task 1: Analysis of the Appreciative Inquiry process undertaken to review an aspect of inclusion provision in the setting, and an evidence-informed plan to implement changes in the setting to reduce barriers for learners (in nominated area).</p>					Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required	41%	2500 words	1, 2	<i>x</i> No <input type="checkbox"/> Yes	<i>x</i> No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module	<p>Task 2: A case study evaluating planned support for a pupil (or pupils) in a nominated area of inclusion, incorporating a critique of the selected model of provision or intervention, which interrogates the theory, evidence base and programme design.</p>					Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required	41%	2500 words	3	<i>x</i> No <input type="checkbox"/> Yes	<input type="checkbox"/> No <i>x</i> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module	<p>Task 3: A reflective journal incorporating critical analysis of professional development undertaken, relevant research and consideration of implications for work with colleagues and applied practice within a nominated area of inclusion.</p>					Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required	18%	1000 words	4	<i>x</i> No <input type="checkbox"/> Yes	<i>x</i> No <input type="checkbox"/> Yes – individual student
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	<p>In order to pass the module, the student will be required to achieve either:</p> <p><input type="checkbox"/> an overall aggregate of grade 16;</p> <p><input type="checkbox"/> an overall aggregate of grade 16 with a minimum of grade 16 in each assessment component</p> <p>xan overall aggregate of grade 16 with a minimum of grade 17 in each assessment component</p> <p><input type="checkbox"/> an overall aggregate of grade 16 with a minimum of grade of 18 in each assessment component</p>			
	Seen examination%		
	Unseen examination%		
	Coursework (no examination)	100%		
14	Timetabled examination required	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		
15	Length of examhours		
16	Learning materials	<p>The core reading list for this module can be found on the relevant module page on the Campus Online learning platform.</p> <p>All essential reading materials that are required for the course are available to students, embedded within Campus Online. This may be as a journal article or extract from a key text, etc.</p> <p>Additional learning materials can be accessed via EBSCO.</p> <p>Cooperrider, D. and Witney, D (2005) <i>Appreciative Inquiry: A positive Revolution</i>. San Francisco: Berrett-Koehler Publishers.</p> <p>Harris, A,. (2003) 'Behind the Classroom Door: The Challenge of Organisational and Pedagogical Change', <i>Journal Of Educational Change</i>, 4, 4, pp. 369-382, Education Research Complete, EBSCOhost, viewed 1 October 2014.</p> <p>Newby, P (2014) Putting It All Together. (Chapter 14) In: <i>Research Methods for Education</i>. 2nd ed. UK: Routledge. pp.615-643.</p> <p>Peer, L,. & Reid, G. 2011, <i>Special Educational Needs: A guide for inclusive practice</i>. London: Sage.</p> <p>Reed, J. (2007) <i>Appreciative Inquiry: Research for Change</i>. Sage: London</p>		

		Xerri, D. (2018) 'Two Methodological Challenges for Teacher-researchers: Reflexivity and Trustworthiness', <i>Clearing House</i> , 91(1), pp. 37–41.						
In addition, for in-house, joint and franchised programmes only								
17	UNISTATS - assessment							
.	Please indicate summary of the following assessment types #:							
	COURSEWORK%						
	EXAM%						
	PRACTICAL%						
18	UNISTATS – learning and teaching							
.	Please indicate the following proportion of learning and teaching activity (in hours, it should add up to the total credit hours i.e. 30 credits is 300 hours).							
	Scheduled Teaching (e.g. Lecture, Tutorial, Seminar, Practical class, Workshop etc).							
	For Apprenticeship programmes, this is University-led Off The Job hours.							
	The proposed number of scheduled teaching hours:							
	Placement Activity (e.g. placement, work based learning or year abroad).							
	Proposed time on placement. (This can cause the hours to go over the credit hours but this is ok in this instance):							
	For Apprenticeship programmes, this is Employer-led Off The Job hours.							
	Independent Study (Time students will be required to complete independent study).							
	The proposed number of hours a student should complete independent study:							
	For Apprenticeship programmes, this is Apprentice-led Off The Job hours.							
19	Module run (NB These should be set up four years in advance):							
.	Academic year	Term	Part of term	Start date	End date	Max student numbers	Campus	Franchise partner
20	Timetabling information:							
.	(a) Please indicate which teaching activities will be offered in this module*:							
	LECTURE (LEC)				YES/NO			

	SEMINAR (SEM)	YES/NO
	LABORATORY (LAB)	YES/NO
	WORKSHOP (WRK)	YES/NO
	(b) Timetabled	YES/NO
	(c) Student centrally allocated	YES/NO

Programme(s) using this module (please submit a Programme Change Form and updated Programme specification):

Programme code(s)	Programme title(s)	Core/Optional
	PgCert/PgDip/MEd SEND and Inclusion	Optional
	PgDip/MEd SEND and Inclusion: Assessment	Optional
	PgCert/PgDip/MEd SEND and Inclusion: Autism	Core
	PgCert/PgDip/MEd SEND and Inclusion: Pastoral	Optional
	PgDip/MEd Inclusive Educational Leadership	Optional
	PgCert SEND and Inclusion: Cognition and Learning	Core
	PgCert SEND and Inclusion: Dyslexia - Leadership and Intervention	Core
	PgCert SEND and Inclusion: Psychology for Education	Core
	PgCert SEND and Inclusion: Speech, Language and Communication Needs	Core

Validated collaborative partner (if applicable):

Real Group Ltd

Consultation

The following should be consulted. The checklist below may be used:

University link tutors (if appropriate)	
Students (via Programme Voice Groups and other channels of communication e.g. intranet)	
External Examiner(s)	

Definition of UNISTATS assessment types:

(For further details see LQEH Section 16)