

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

New Module Form/Module Narrative

1.	Module code:	M24
2.	Title:	Cross-Cultural Issues in SEND
3.	Credit points:	30
4.	FHEQ level:	7
5.	Start term:	Autumn, Spring, Summer
6.	Module leader:	TBC
7.	Accredited by:	
8.	Module restrictions:	
	(a) Pre-requisite	None
	(b) Programme restrictions	None
	(c) Level restrictions	PG
	(d) Other restrictions or requirements	
9.	Aims:	<p>This module develops the student's knowledge and understanding of cultural and community influence on pupils, families and their ensuing relationship with the educational setting. The module gives the student the opportunity to focus on the issues of most relevance to their setting, while also increasing their knowledge of theoretical perspectives on multiculturalism, identity, and community.</p> <p>The range of cultures and communities relevant to each student on this module will vary according to the context of their practice but could include those groups related to ethnicity, religion, sexuality, socio-economic or political as well as alternative or online communities.</p> <p>The module will equip the student with knowledge relevant to the variety of cultures and different communities related to their setting, an understanding of the provisions and community resources available to them in their practice, as well as establishing a plan for leading their setting towards a cohesive approach to multiculturalism and community settings.</p>
10	Learning outcomes: <i>(Knowledge and Skills sections can be merged if appropriate)</i>	<p>On completion of this module, the successful student will be able to:</p> <ol style="list-style-type: none"> 1. Identify and understand the historical context, beliefs, attitudes and values held by the cultures and/or communities linked to their setting, and demonstrate awareness of how these underpin their relationship to education. 2. Demonstrate an advanced awareness of the importance of self- and group identity, the ways in which this can be promoted, and the consequences of self-

	<p>and group isolation; including identification of examples of excellent inclusive practice in relation to these identities.</p> <ol style="list-style-type: none"> 3. Formulate an in-depth working knowledge of local provision and community resources in order to promote inclusive practice in the student's own setting. This may include supplementary schools, 3rd sector agencies and support groups. 4. Critically analyse perceptions held by members of identified cultures or communities regarding the student's own setting and education in general. 5. Evaluate how particular elements of current practice can be strategically developed and improved in light of learning undertaken in this module.
11	<p>Syllabus:</p> <ul style="list-style-type: none"> ● An introduction to multiculturalism: history, legislation, controversies. ● The importance of identity, belonging, group theory, and the consequences of isolation. ● The history, attitudes, beliefs and values of an identified set of communities or cultures relevant to the student's setting. ● Characteristics and goals of multicultural education ● Initiative and interventions to support cultural and community cohesion. ● The role of external agencies in supporting education in the context of multiculturalism and diverse communities.
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. ● Allows the flexibility for students to work at their own pace, around their individual schedule and to revisit all materials at any point in their studies. ● 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.

	<ul style="list-style-type: none"> Practical activities and reflection on own practice, structured through 'learning log' online entries. <p>Campus Online also supports a collaborative learning environment with:</p> <ul style="list-style-type: none"> Fellow students via online discussions to problem-solve issues raised by delegates from real-life settings, to critically analyse ideas and research, and respond to practical case studies. Interaction with tutors including receiving formative feedback, and more general support (for learning, technical questions and course administration) via private messaging and forums. Both students and tutors via webinars (both live and recorded) by tutors and visiting professionals and academics. 																																								
13	<p>Assessment scheme:</p> <p>(a) Formative assessment scheme</p> <p>Students are formatively assessed continuously by their tutor as they progress through the module, with regular feedback via forums and individual tutor comments. This is achieved via:</p> <ul style="list-style-type: none"> Self assessment questionnaires giving feedback on progression. Course administration via Campus Online that gives clear progression information. Tutor access to the student's ongoing course notes. Regular prompts to engage with the tutor and other students in discussion via forums. Submission for review of student prepared materials as part of practice activities Submission of draft assessments for tutor review and feedback. 																																								
	<p>(b) Summative assessment scheme</p> <table border="1" data-bbox="277 1227 1428 1624"> <tr> <td colspan="5" data-bbox="277 1227 1428 1265">Task:</td> </tr> <tr> <td colspan="5" data-bbox="277 1265 1428 1355"><i>Their story: A review of the history, perspectives, issues and values of an identified cultural or community group important to your setting.</i></td> </tr> <tr> <td data-bbox="277 1355 440 1496">Weighting</td> <td data-bbox="440 1355 724 1496">Specification e.g. word count / duration / no. of pages</td> <td data-bbox="724 1355 896 1496">LO mapped to</td> <td data-bbox="896 1355 1106 1496">Anonymously marked</td> <td data-bbox="1106 1355 1428 1496">Ethics approval required</td> </tr> <tr> <td data-bbox="277 1496 440 1624">33.3%</td> <td data-bbox="440 1496 724 1624">2000 words</td> <td data-bbox="724 1496 896 1624">1-2</td> <td data-bbox="896 1496 1106 1624">x No <input type="checkbox"/> Yes</td> <td data-bbox="1106 1496 1428 1624">x No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module</td> </tr> </table> <table border="1" data-bbox="277 1624 1428 2027"> <tr> <td colspan="5" data-bbox="277 1624 1428 1662">Task:</td> </tr> <tr> <td colspan="5" data-bbox="277 1662 1428 1787"><i>Provision and intervention: A critical review of how different cultural and community groups experience your setting, and how local provision is used to enhance the learning experience.</i></td> </tr> <tr> <td data-bbox="277 1787 440 1928">Weighting</td> <td data-bbox="440 1787 724 1928">Specification e.g. word count / duration / no. of pages</td> <td data-bbox="724 1787 896 1928">LO mapped to</td> <td data-bbox="896 1787 1106 1928">Anonymously marked</td> <td data-bbox="1106 1787 1428 1928">Ethics approval required</td> </tr> <tr> <td data-bbox="277 1928 440 2027">33.3%</td> <td data-bbox="440 1928 724 2027">2000 words</td> <td data-bbox="724 1928 896 2027">3-4</td> <td data-bbox="896 1928 1106 2027">x No <input type="checkbox"/> Yes</td> <td data-bbox="1106 1928 1428 2027">x No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval</td> </tr> </table>	Task:					<i>Their story: A review of the history, perspectives, issues and values of an identified cultural or community group important to your setting.</i>					Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required	33.3%	2000 words	1-2	x No <input type="checkbox"/> Yes	x No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module	Task:					<i>Provision and intervention: A critical review of how different cultural and community groups experience your setting, and how local provision is used to enhance the learning experience.</i>					Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required	33.3%	2000 words	3-4	x No <input type="checkbox"/> Yes	x No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval
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Task: <i>Reflections on this module: A review of knowledge gained, perspectives changed and a plan for practice development.</i>				
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33.3%	2000 words	5	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module
<p>In order to pass the module, the student will be required to achieve either:</p> <ul style="list-style-type: none"> <input type="checkbox"/> an overall aggregate of grade 16; <input type="checkbox"/> an overall aggregate of grade 16 with a minimum of grade 16 in each assessment component <input checked="" type="checkbox"/> an overall aggregate of grade 16 with a minimum of grade 17 in each assessment component <input type="checkbox"/> an overall aggregate of grade 16 with a minimum of grade of 18 in each assessment component 				
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>Any reading materials that are required for the course will also be made available to students, embedded within Campus Online. This may be as a journal article or extract from a key text, etc.</p> <ul style="list-style-type: none"> ● Essential ● Recommended <p>Cho, H. (2017) 'Navigating the Meanings of Social Justice, Teaching for Social Justice, and Multicultural Education', <i>International Journal of Multicultural Education</i>, 19(2), pp. 1–19. doi:10.18251/ijme.v19i2.1307</p> <p>Dervin, F. and Benjamin, S. (2015) <i>Migration, Diversity and Education: Beyond Third Culture Kids</i>. Houndmills, Basingstoke, Hampshire: Palgrave Macmillan.</p> <p>Flood, T. (2019) 'Equality, belonging, value, humanity.' in Rob Webster(ed), <i>Including Children and Young People with Special Educational Needs and Disabilities in Learning and</i></p>		

		<p>Life : How Far Have We Come Since the Warnock Enquiry – and Where Do We Go Next?, Routledge, Abingdon, Oxon,</p> <p>Glock, S., Kovacs, C. and Pit, ten C.I. (2019) ‘Teachers’ attitudes towards ethnic minority students: Effects of schools’ cultural diversity’, British Journal of Educational Psychology, 89(4), pp. 616–634. doi:10.1111/bjep.12248</p> <p>Haslam, S. A., Reicher, S D., Platow, M. J. (2011). The New Psychology of Leadership: Identity, influence and power. Psychology Press</p>																														
<p>In addition, for in-house, joint and franchised programmes only</p>																																
17	<p>UNISTATS - assessment</p> <p>Please indicate summary of the following assessment types #:</p> <table border="1"> <tr> <td>COURSEWORK</td> <td>.....%</td> </tr> <tr> <td>EXAM</td> <td>.....%</td> </tr> <tr> <td>PRACTICAL</td> <td>.....%</td> </tr> </table>								COURSEWORK%	EXAM%	PRACTICAL%																		
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19	<p>Module run (NB These should be set up four years in advance):</p> <table border="1"> <thead> <tr> <th>Academic year</th> <th>Term</th> <th>Part of term</th> <th>Start date</th> <th>End date</th> <th>Max student numbers</th> <th>Campus</th> <th>Franchise partner</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>								Academic year	Term	Part of term	Start date	End date	Max student numbers	Campus	Franchise partner																
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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
	PgDip/MEd SEND and Inclusion: Autism	Optional
	PgCert/PgDip/MEd SEND and Inclusion: Pastoral	Optional
	PgDip/MEd Inclusive Educational Leadership	Optional

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)