

M13**Evidence and Pedagogy for Inclusion**

1.	Module Code	M13
2.	Title	Evidence and Pedagogy for Inclusion
3.	Level	7
4.	Credit Points	30
5.	Start Term	Autumn, Spring, Summer
6.	Module Leader	Siobhan Mellor
7.	Accredited by	
8.	Module Requisitions	
	(a) Pre-requisite	(i) To have already completed, or be currently enrolled on one of the MEd Skills and Knowledge (S&K) modules (ii) To maintain one SEND pathway specialism through from the S&K module to the Evidence and Pedagogy for Inclusion (EPI) module to enable exit award to include SEND specific title
	(b) Programme Restriction	None
	(c) Level restrictions	None
	(d) Other restrictions or requirements	None
9.	Automatic deferral	No
10.	Aims To enable students: <ul style="list-style-type: none"> ● To link theory to applied professional practice. ● To understand the key points for effective provision and use Appreciative Inquiry techniques to review existing practice. ● To be able to plan, deliver and evaluate interventions in their educational setting for pupils with needs in the nominated SEND focus area ● To promote critical engagement with a body of knowledge about theory and practice related to the nominated SEND focus area. ● To further develop the skills of a reflective practitioner in education, analysing the differences between espoused theory and theory in action. ● To engage with and listen to pupils and parents, whilst demonstrating skills to practice safely, ethically and in partnership with pupils and parents. 	

11.	<p>Learning Outcomes</p> <p>Knowledge</p> <p>On successful completion of this module, students will have:</p> <ol style="list-style-type: none"> 1. In depth knowledge of current theories about underlying developmental issues for pupils with nominated area of SEND 2. Knowledge of the scope, processes and methods of supporting pupils with needs in nominated SEND focus area 3. Knowledge of Appreciative Inquiry techniques for embarking upon organisational change. <p>Skills</p> <p>On successful completion of this module, students will be able to:</p> <ol style="list-style-type: none"> 4. Apply knowledge of evidence-based practice to working with learners with SEND in a real-world context. 5. Critically evaluate evidence-informed provision in their setting for pupils with needs in a nominated SEND focus area. 6. Work in a professional manner that is ethical, respectful and sensitive to the needs of pupils with SEND and offers genuine engagement opportunities with parents/carers to ensure best outcomes. 7. Search electronic databases for literature and demonstrate critical engagement with literature.
12.	<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
13.	<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>

- Directed reading of selected papers, book chapters, specialist online materials.
- Use of case study examples, videos and other learning materials.

Campus Online also supports a collaborative learning environment with:

- 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.
- Both students and tutors via forums and webinars (online seminars, live and recorded) by tutors and visiting professionals and academics.

Assessment Strategy

Assessment is through coursework assignments covering the 6 learning outcomes, as follows (numbers in brackets refer to learning outcomes assessed):

- **Practice Analysis (2500 words):** Analysis of the Appreciative Inquiry process undertaken to review an aspect of SEND provision in the setting, and an evidence-informed plan to implement changes in the setting to reduce barriers for learners with SEND (in nominated area). (LO 3, 4, 5)
- **Critical Analysis: (2500 words):** A case study evaluating planned support for a pupil (or pupils) with SEND (in nominated area) incorporating a critique of the selected model of provision or intervention, which interrogates the theory, evidence base and programme design. (LO 1, 2)
- **Reflective Analysis: (1000 words)** A reflective journal incorporating critical analysis of professional development undertaken, relevant research and consideration of implications for work with colleagues and applied practice with learners with SEND. (LO 6)

Delegates, should they wish to and where a word equivalence option is given, will be encouraged to produce a portfolio of evidence including the use multimedia approaches where suitable but will not be penalised for using text based submissions.

14.	Assessment Weighting	
	Seen examination	0%
	Unseen examination	0%
	Coursework (no examination)	100%
	Seen examination	%
15.	Timetabled examination required	No
16.	Length of exam	N/A

17.

Learning materials

The core reading list for this module can be found on the relevant module page on the Campus Online learning platform.

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.

List supplied for revalidation event:

Reading list

Cooperrider, D. and Witney, D (2005) *Appreciative Inquiry: A positive Revolution*. San Francisco: Berrett-Koehler Publishers.

Dockrell, J.E. & Law, J. (2007). Measuring and understanding patterns of change in intervention studies with children. *Implications for evidence-based practice*, 1, 86- 97.

Doggett, C. & Lewis, A. (2013) Using Appreciative Inquiry to facilitate organisational change and develop professional practice within an educational Psychology Service. *Educational and Child Psychology*, 30 (4), 124 - 143

Earley, P. & Porritt, V. (2014) Evaluating the impact of professional development: the need for a student-focused approach. *Professional Development in Education*, Vol. 40 (1), 112–129,

Harris, A., (2003) 'Behind the Classroom Door: The Challenge of Organisational and Pedagogical Change', *Journal Of Educational Change*, 4, 4, pp. 369-382, Education Research Complete, EBSCOhost, viewed 1 October 2014.

Larrivee (2000) *Transforming Teaching Practice: becoming the critically reflective teacher*. *Reflective Practice*, 1 (3), 293 - 307

Lindahl, RA., 2011, 'The Crucial Role of Assessing the School's Climate and culture in Planning for School Improvement', *Educational Planning*, 20, 1, pp. 16-30, Education Research Complete, EBSCOhost, viewed 1 October 2014.

Newby, P (2014) Putting It All Together. (Chapter 14) In: *Research Methods for Education*. 2nd ed. UK: Routledge. pp.615-643.

Peer, L., & Reid, G. 2011, *Special Educational Needs: A guide for inclusive practice*. London: Sage.

Reed, J. (2007) *Appreciative Inquiry: Research for Change*. Sage: London

Schon (1983) *The reflective Practitioner: How professionals think in action*. London: Temple Smith

Robson, C, (1999) Evaluation: the What and the Why (Chapter 1). In: *Small-Scale Evaluation: Principles and Practice*. UK: Sage. pp.6-14.

Specific resources for each SEND pathway will also be provided.