

MODULE SPECIFICATION FORM

Module Title: Specialist Negotiated Learning	Level: 6	Credit Value: 20
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Module code: EDC619	Cost Centre: GAEC	JACS2 code: X300
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Trimesters(s) in which to be offered: 1/2	With effect from: September 2017
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Office use only: To be completed by AQSU:	Date approved: September 2015
	Date revised: June 2017
	Version no: 2

Existing/New: New	Title of module being replaced (if any):
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Originating School: Social and Life Sciences	Module Leader: David Thomas
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Module duration (total hours): 200 Scheduled learning & teaching hours: 40 Independent study hours: 130 Placement hours: 30	Status: Core in BA (Hons) Education (Additional Learning Needs/Special Educational Needs) and BA (Hons) Education (Counselling Skills and Psychology) core/option/elective (identify programme where appropriate):
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Programme(s) in which to be offered: BA (Hons) Education (Additional Learning Needs/Special Educational Needs) BA (Hons) Education (Counselling Skills and Psychology)	Pre-requisites per programme (between levels): None
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Module Aim

This module aims to enable students to undertake a short piece of enquiry into a chosen subject, appropriately negotiated in relation to their chosen specialism.

Expected Learning Outcomes

At the end of this module, students should be able to:

Knowledge and understanding:

1. Select an area of interest within their chosen specialism and critically rationalise the choice in terms of relevance to continuing professional development;
2. Develop and negotiate learning outcomes against which the project can be evaluated;
3. Critically review a broad range of educational literature including empirical research appropriate to their chosen area of study;
4. Critically analyse the emerging issues within their chosen topic and synthesise these to their practice.

Assessment:

Two assessments will be undertaken by the participants and will consist of:

1. A learning agreement to include negotiating and drawing up 3 personalised learning outcomes and assessment criteria with the module tutor, by which the project can be assessed;
2. A reflective and evaluative project in the context of the development of students' own practice, focussing on an issue within their specialism.

Participants will draw from a wide range of empirical research, texts and other supported reading to underpin their argument.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting	Duration (if exam)	Word count or equivalent if appropriate
1	1, 2	Negotiated Learning Contract	30%		c. 1000
2	3, 4	Project	70%		c. 3000

Learning and Teaching Strategies

Initial lead lectures, followed by group or individual tutorials with a tutor, depending on the area of interest chosen. The module will be learner-centred. Learners will be guided towards appropriate texts for their chosen topic. The learner, in consultation with their module tutor, will compile a learning agreement. The module tutor will then support the learner through their negotiated study through a series of tutorials.

A series of workshops will also be conducted to enable learners to share their experiences.

Syllabus outline

Lead lectures:

- Reflecting critically on theory and its links to professional practice;
- Identifying identify an area for theoretical study;
- Identifying and negotiating learning outcomes and marking criteria;
- Making appropriate use of research methods (investigative strategies) for application in practice, including literature search and review;
- Conducting small-scale investigations.

Bibliography

Essential reading:

Armstrong, D. and Squires, G. (2012). *Contemporary Issues in Special Educational Needs: Considering the Whole Child*. London: OUP.

Bell, J. (2010), *Doing Your Research Project: A Guide for First-time Researchers in Education and Social Science*. Fifth Edition. Milton Keynes: Open University Press.

Costello, P.J.M. (2011), *Effective Action Research: Developing Reflective Thinking and Practice*. Second Edition. London: Continuum.

Other indicative reading:

Indicative reading will depend on the focus of the negotiated study.

Blaxter, L., Hughes, C. and Tight, M. (2006), *How to Research*. Third Edition. Maidenhead: Open University Press

Carpenter, B., Egerton, J., Brooks, T., Cockbill, B., Fotheringham, J. and Rawson, H. (2013). *Children and Young People with Complex Learning Difficulties and Disabilities: A resource book for teachers and teaching assistants*. Oxon: Routledge.

Denscombe, M. (2007), *The Good Research Guide for Small-scale Social research Projects*. Third Edition. Maidenhead: Open University Press.

Denscombe, M. (2009), *Ground Rules for Social Research: Guidelines for Good Practice*. Second Edition. Maidenhead: Open University Press.

Dittrich, W. and Tutt, R. (2008), *Educating Children with Complex Conditions: Understanding Overlapping and Co-existing Developmental Disorders*. London: Sage.

Dunhill, A., Elliot, B. and Shaw, A. (eds) (2009). *Effective Communication and Engagement with Children and Young People, their Families and Carers*. Exeter: Learning Matters.

Hampson, K. (2010), *Young People with Anti-social Behaviours: Practical Resources for Professionals*. London: David Fulton.

Keeley-Browne, L. (2007), *Training to Teach in the Learning and Skills Sector*. Harlow: Pearson Education Limited.

Mosley, J. (2010), Important Issues Relating to the Promotion of Positive Behaviour and Self Esteem in Secondary Schools. Northampton: Loggerhead Films.

Reece, I. and Walker, S. (2007), *Teaching, Training and Learning*. Sixth Edition. Houghton-le-Spring: Business Education Publishers Limited.

Journals

British Journal of Special Education

Journal of Research in Special Educational Needs

Special Educational Needs
<http://senmagazine.co.uk/>

Support for Learning

Web based resources:

National Association for Special Educational Needs
<http://www.nasen.org.uk/>

Learning Disability Today
<http://www.learningdisabilitytoday.co.uk/complex-needs/>