MODULE SPECIFICATION FORM

Module Title: Supporting Pupils with Specific Learning Difficulties / Dyslexia	Level: 6	Credit Value: 20

Module code: EDP622 (if known)	Cost Centre: GAPE	JACS3 code: X360

Semester(s) in which to be offered: 1 – 3	With effect from: September 2013

Existing/New: New	Title of module being replaced (if any): N/A

Originating Academic area: Education	Module Leader: Dr Dominic Griffiths

Module duration (total hours): **200**	Status: core/option/elective (identify programme where appropriate):	Option BA (Hons) Education Studies
Scheduled learning & teaching hours: **56**		
Independent study hours: **144**		
Placement hours: **N/A**		

Percentage taught by Subjects other than originating Subject (please name other Subjects):	None

Programme(s) in which to be offered:	BA (Hons) Education Studies	Pre-requisites per programme (between levels):	None

Module Aims:

This module aims to prepare students to be able to support learners with specific learning difficulties / dyslexia, particularly in the areas of literacy and numeracy. Successful assessment of this module meets the British Dyslexia Association requirements for Accredited Learning Support Assistant (ALSA).

Expected Learning Outcomes

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

Knowledge and Understanding:

1. Have an awareness of theories of teaching and learning as applied to specific learning difficulties / dyslexia.
2. Understand how specific learning difficulties / dyslexia are manifested in the classroom and daily life.
3. Have an awareness and understanding of relevant screening and assessment procedures.
4. Understand how assessment relates to the design of appropriate learning programmes for learners with dyslexia / other specific learning difficulties.
5. Evaluate different approaches to teaching and supporting pupils with specific learning difficulties / dyslexia.
6. Compare and justify the use of a range of appropriate approaches and resources to support learners with specific learning difficulties / dyslexia referring to relevant primary sources.
7. Critically discuss key policies and legislation that affects children and young people with specific learning difficulties / dyslexia and their parents.
8. Understand the impact of specific learning difficulties / dyslexia on self-esteem.

Transferable/Key Skills and other professional attributes:

9. Ability to select, justify and evaluate the use of a range of appropriate resources and support methods;
10. Ability to communicate effectively with others (learners / parents / key staff);
11. working with others;
12. Ability to plan deliver and evaluate specialist support sessions;
13. Develop and maintain relevant records;
14. Construct appropriate resources and justify and explain their use to other adults;
15. Critical reflection on professional development.

Assessment: please indicate the type(s) of assessment (eg examination, oral, coursework, project) and the weighting of each (%). ***Details of <u>indicative</u> assessment tasks must be included.***

One assessment will be undertaken by the participants.

1. Participants are required to construct a professional development portfolio comprising: (i) support log of 20 hours of support with evaluations; (ii) record of one learner's response; (iii) three self-constructed resources for supporting literacy; (iv) informal assessment of a learner; (v) three self-constructed resources for supporting numeracy; (vi) evaluation on personal professional development; (vii) a contextual analysis of the support sessions.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting	Duration (if exam)	Word count (or equivalent if appropriate)
1	1 - 15	Portfolio	100%		4,000

Learning and Teaching Strategies:
The module will be delivered using an interactive, reflective approach drawing upon the experiences of the participants. The strategies to be adopted will include tutor directed sessions, workshops, investigations, seminars and supported self-study based on learners' own research and examination of the social context of curricular policies and decisions. The use of the VLE (Virtual Learning Environment) is also encouraged through interactive activities, forums and discussion groups.

Syllabus outline:

- characteristics of dyslexia /specific learning difficulties and the impact on school life, learning and social / emotional development;
- strategies for supporting learning;
- the role of the specialist ISA working with others;
- methods and approaches to teaching and supporting learners with dyslexia / dyslexic-type difficulties in literacy and numeracy;
- informal assessment of literacy and numeracy;
- planning, recording and evaluating learning support.

Bibliography

Essential reading:

Department for Education and Skills (2001), *Code of Practice for SEN*. London: DfES. (This will be replaced by a new Code in 2014).

Das, J.P. (2009), *Reading Difficulties and Dyslexia*. London: Sage.

Kelly, K. and Phillips, S. (2011), *Teaching Literacy to Learners with Dyslexia: A Multisensory Approach*. London: Sage.

Parker, M., Lee, C., Heardman, K., Hinks, R., Pittman, M. and Townsend, M. (2009), *A Toolkit for the Effective Teaching Assistant.* Second Edition. London: Sage.

Reid, G. (2009), *Dyslexia: A Practitioner's Handbook*. Fourth Edition. Chichester: Wiley-Blackwell.

Recommended Reading:

Chinn, S. and Ashcroft, R. (2006), *Mathematics for Dyslexia and Dyscalculia*. London: Blackwell.

Haycock, D. (2010), *Mathematics Explained for Primary Teachers.* Fourth Edition. London: Sage

Jolliffe, W., Waugh, D. and Cross, A. (2012), *Teaching Systematic Synthetic Phonics in Primary Schools.* London: Sage.

Ott, P. (2007), *Teaching Children with Dyslexia*. London: Routledge.

Pavey, B., Meehan, M. and Davis, S. (2013), *The Dyslexia-Friendly Teacher's Toolkit.* London: Sage.

Phillips, S., Kelly, K. and Symes, L. (2013), *Assessment of Learners with Dyslexic-type Difficulties*. London: Sage.

Web-based sources:

http://www.bdadyslexia.org.uk

senteacher.org

teachers.guardian.co.uk

helpgamers.co.uk

inclusive.co.uk

nessy.co.uk

education.gov.uk/about dfes

phonics4free.org

educationscotland.gov.uk/supporting learners

dyslexiasw.com/advice/help