

MODULE SPECIFICATION PROFORMA

<b>Module Title:</b>	ALN and Inclusive Practice (L7)	<b>Level:</b>	7	<b>Credit Value:</b>	20
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<b>Module code:</b>	EDS740	<b>Is this a new module?</b>	Yes	<b>Code of module being replaced:</b>	
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<b>Cost Centre:</b>	GAPE	<b>JACS3 code:</b>	X360
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<b>Trimester(s) in which to be offered:</b>	1 & 2	<b>With effect from:</b>	September 16
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<b>School:</b>	Social & Life Sciences	<b>Module Leader:</b>	Sue Horder
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Scheduled learning and teaching hours	60 hrs
Guided independent study	140 hrs
Placement	0 hrs
<b>Module duration (total hours)</b>	200 hrs

<b>Programme(s) in which to be offered</b>	Core	Option
Postgraduate Certificate in Education (PcET)	<input type="checkbox"/>	<input checked="" type="checkbox"/>

<b>Pre-requisites</b>
None

Office use only

Initial approval September 16

APSC approval of modification July 17

Have any derogations received SQC approval?

Version 2

Yes  No

**Module Aims**

To develop a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights of key aspects of the skills required to support young people and vulnerable adults with additional learning needs (ALN) in a range of educational settings

To evaluate critically, key legislation, regulations and codes of practice relating to supporting support young people and vulnerable adults

To develop report writing skills

**Intended Learning Outcomes**

1. Identify and analyse critically, the associated characteristics and key features of a range of diagnosed impairments
2. Evaluate the impact of impairment on the individual and their learning
3. Evaluate critically, the influence of own values, beliefs and assumptions in the context of supporting learners with additional educational needs
4. Evaluate critically key legislation, regulations and codes of practice relating to supporting young people and vulnerable adults
5. Identify and evaluate strategies to meets the needs of learners with additional educational needs

**Key skills for employability**

- KS1 Written, oral and media communication skills
- KS2 Leadership, team working and networking skills
- KS3 Opportunity, creativity and problem solving skills
- KS4 Information technology skills and digital literacy
- KS5 Information management skills
- KS6 Research skills
- KS7 Intercultural and sustainability skills
- KS8 Career management skills
- KS9 Learning to learn (managing personal and professional development, self-management)
- KS10 Numeracy

At the end of this module, students will be able to		Key Skills	
1	Identify and analyse critically, the associated characteristics and key features of a range of diagnosed impairments.	KS1	KS4
		KS6	KS8
		KS9	
2		KS5	KS6

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	Evaluate the impact of impairment on the individual and their learning	KS9	
3	Evaluate critically, the influence of own values, beliefs and assumptions in the context of supporting learners with additional educational needs.	KS1	KS7
		KS8	KS9
4	Evaluate critically, key legislation, regulations and codes of practice relating to supporting young people and vulnerable adults	KS4	KS5
		KS6	
5	Identify and evaluate strategies to meets the needs of learners with additional educational needs	KS1	KS3
Transferable/key skills and other attributes			
<ul style="list-style-type: none"> <li>• Critical reflection on theories and approaches that support students with ALN</li> <li>• Professional development</li> <li>• Report writing skills</li> <li>• Working with others</li> </ul>			
<b>Derogations</b>			
All elements of the module must be passed in order to achieve a pass in the module			

**Assessment:** Please give details of indicative assessment tasks below.

**Assessment One:** Students will write a report that meets the intended learning outcomes in full to demonstrate conceptual understanding of ALN and inclusive learning. Students will to evaluate critically, current research and advanced scholarship in relation to ALN and inclusive learning. Through the report format students will demonstrate systematic understanding of knowledge, and a critical awareness of current problems and/or new insights in ALN and inclusive learning.

Please indicate the type(s) of assessment (e.g. examination, oral, coursework, project) and the weighting of each (%). Normally, each intended learning outcome should be assessed only once.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1 - 5	Report	100%		4000

**N.B. Work for each module will be summatively assessed against each criteria in the module specification and will be graded pass/refer (in the case of below standard work).**

**Learning and Teaching Strategies:**

The module will be delivered using tutor directed sessions, workshops, simulation, video clips, the Moodle virtual learning environment, seminars and supported self-study based on additional reading and research associated with learning and teaching and creating an inclusive learning environment that supports learners with additional learning needs (ALN)

**Syllabus outline:**

- Key characteristics of a range of impairments including physical, sensory, learning and communication, behavioural and medical conditions)
- Medical, social and cultural models of disability
- Key legislation, policy and guidance (e.g. Equality Act 2010)
- The role of the teacher in the setting
- Working in partnership to support learners with ALN
- Personal values, beliefs and assumptions and the impact on practice
- Planning to meet ALN through an inclusive approach
- Creating an inclusive environment in the classroom

**Bibliography:**

**Essential reading**

Gravells, A. and Simpson, S. (2009). *Equality and Diversity in the Lifelong Learning Sector*. Exeter: Learning Matters.

Rix, J., Walsh, C., Parry, J. and Kumrai, R. (2010). *Equality, Participation and Inclusion*. 2<sup>nd</sup> Edition: London Routledge.

Special Educational Needs (SEN)/ Additional Learning Needs (ALN) in Wales (2015)

<http://www.assembly.wales/research%20documents/15-025-sen/15-025.pdf>

Spooner, W. (2011). *The SEN Handbook*. 2<sup>nd</sup> Edition. London: Routledge.

**Other indicative reading**

Cheminais, R. (2010). *Special educational needs for newly qualified teachers and teaching assistants*. 2<sup>nd</sup> Edition. London: Routledge.

Farrell, M. (2009). *The Special Educational Needs Handbook*. 4<sup>th</sup> Edition. London: Routledge

Reid, G. (2013). *Dyslexia and Inclusion*. London: Routledge.

Rodriguez-Falcon, E., Evans, M., Allam, C., Barrett, J. and Forrest, D. (2009). *The Inclusive Learning and Teaching Handbook*. [https://www.shef.ac.uk/polopoly\\_fs/1.18989!/file/The-inclusive-learning-and-teaching-handbook.pdf](https://www.shef.ac.uk/polopoly_fs/1.18989!/file/The-inclusive-learning-and-teaching-handbook.pdf)

