MODULE SPECIFICATION FORM

Module Title: Supporting the Core Curriculum	Level: 5	Credit Value: 20

Module code: ECS514 (if known)	Cost Centre: GAEC	JACS3 code*: X310

please contact Student Data Services for further guidance if necessary

Trimester(s) in which to be offered:	With effect from: July 2015

Office use only: To be completed by AQSU:	Date approved: July 2015 Date revised: Version no: 1

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

Originating Academic Department:	Childhood and Family Studies	Module Leader:	Emma Constantine

Module duration (total hours)**:	200	Status: core/option/elective (identify programme where appropriate):	Option
Scheduled learning & teaching hours:	30		
Work Based Learning:	30		
Independent Study:	140		

*** see additional information attached for further guidance*

Programme(s) in which to be offered: FdA Childhood Studies: Education FdA Childhood Studies: Special Educational Needs	Pre-requisites per programme (between levels): None

Module Aims:
This module aims to develop understanding of specific learning differences experienced by some children/young people in relation to speech, language and number and to explore support strategies to help such learners.

Intended Learning Outcomes:

At the end of this module, students will be able to ...

1. Examine the range of learning needs that can arise in relation to speech, language and number development
2. Evaluate the key features of specific learning difficulties such as dyslexia and dyscalculia
3. Explore and analyse strategies to enable children who experience difficulties with speech/language/number to access learning.

Key Academic skills:
Demonstrate academic writing conventions, including use of supporting evidence and Harvard referencing.

Transferable/Key Skills and other attributes:
Effective Communication
Time management
Organisational skills
Personal and professional reflection to enhance practice
Independent learning
Evaluation
Critical thinking
Analyse concepts, theories and issues of policy in relation to practice.

Assessment:
1. Critical analysis and reflection: Critically analyse and relect on how children and young people with a speech/language/number difficulty need assistance to overcome barriers to their learning and discuss how such support can enable these pupils to access the curriculum.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting	Duration (if exam)	Word count (or equivalent if appropriate)
1	1,2,3	Essay	100%		4000

Learning and Teaching Strategies:

This module is delivered through e-learning/blended learning
The basis for working with online materials will be through self-directed study, regular online communication with tutors/peers and work-based tasks. Each module will consist of sessions whereby the students are introduced to appropriate content through reading, watching videos, screencasts, listening to podcasts, and accessing suitable web resources. Students are directed towards and supported to access journal articles and e-books through Athens.

Students are encouraged to interact with each other and tutors through a range of communication tools. Each tutor would be expected to engage students using chat forums, live chat sessions, e-mail, Moodle messaging, wiki pages, interactive quizzes and web conferencing. Students are enabled to communicate with each other and to form a community of practice using a variety of the above tools.

Work-based learning is an important and integral part of each module. Students are supported throughout to make links between the module content and their professional practice. This is facilitated informally through a variety of communication methods integrated within each session and formally through an assessed piece of work.

Syllabus outline:

The syllabus outline has been presented as a broad set of questions for the lecturer and students to answer together using the most up-to-date materials available. This recognises that knowledge, theory, concepts and practice will change over the life span of this course and the content used to answer the questions below should be revised each year as appropriate.

This module will support students to explore the following questions:

1) What are some common disorders of speech and language and how are pupils with speech and language difficulties supported in their learning?
2) How are 'dyslexia' and 'dyscalculia' defined?
3) What are the impact of dyslexia and dyscalculia on learning?
4) How can practitioners best support pupils who have specific learning needs in speech, language and number?

In exploring these questions this module will consider:

- A range of specific learning difficulties involving speech, language and number
- The potential impact of specific learning difficulties on learning and on behaviour
- Current initiatives and provision for learners who need extra support in speech, language and number
- Strategies to help overcome barriers to learning in speech, language and number.

Bibliography:

(please submit in Harvard referencing format)

Essential reading:

DCELLS (2010), *A Curriculum for all Learners.* Cardiff: Welsh Assembly Government.
DfE/DoH (2014), *Special Educational Needs and Disability Code of Practice: 0-25 years.* DfE/DoH

Other indicative reading:
Birkett, V. (2004), *How to support and teach children with SEN.* Cambridge: LDA

Bruce, T. and Spratt, J. (2008), *Essentials of literacy from 0-7: Children's journeys into literacy.* London: Sage.

Carruthers, E. and Worthington, M. (2006), *Children's mathematics: making marks, making meaning.* 2nd Ed. London: Sage.

Clayton, P. (2004), *How to develop numeracy in children with dyslexia.* Cambridge: LDA.

Farrell, M. (2012), *Educating Special Children.* London: David Fulton.

Haylock, D. and Cockburn, A. D. (2008), *Understanding mathematics for young children.* London: Sage.

Lewis, A. and Norwich, B. (Eds) (2004), *Special teaching for special children: pedagogies for inclusion.* London: OUP.

Reid, G. (2009), *Dyslexia: a practitioner's handbook.* Chichester: Wiley-Blackwell.

Tilstone, C. (2004), *Child Development and teaching pupils with SEN.* London: Routledge/Falmer

Web-based sources

http://www.bdadyslexia.org.uk/
http://www.dyslexiaaction.org.uk/
http://www.dyscalculia.me.uk/
http://www.nasen.org.uk/
http://www.senmagazine.co.uk/