

MODULE SPECIFICATION FORM

Module Title: Supporting Learners with Specific Learning Differences - Dyslexia	Level: 6	Credit Value: 20
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Module code: EDC620	Cost Centre: GAEC	JACS3 code: X300
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Trimester(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: September 2017
	Version no: 2

Existing/New: New	Title of module being replaced (if any): N/A
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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/option/elective (identify programme where appropriate): Core in BA (Hons) Education (Additional Learning Needs/Special Educational Needs)
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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 Aims: This module aims to prepare students to be able to support learners with specific learning differences/dyslexia, particularly in the area of literacy.

Expected Learning Outcomes

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

Knowledge and understanding:

1. Critique key policies and legislation that affect children and young people with specific learning differences/dyslexia and their families.
2. Critically examine educational theory and approaches to practice, which apply to supporting learners with specific learning differences/dyslexia.
3. Evaluate how specific learning differences/dyslexia are manifested in the classroom and daily life.
4. Critically analyse relevant screening and assessment procedures and how these relate to the design of appropriate learning programmes for learners with specific learning differences/dyslexia.

Assessment:

One assessment will be undertaken by the participants.

Participants are required to construct a portfolio comprising:

- informal assessment of a learner;
- rationale for planned learning programme;
- log of 3 learning and teaching sessions, with evaluations;
- record of learner's responses;
- a self-constructed resource for delivering and supporting the learning;
- reflective evaluation on personal professional development.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting	Duration (if exam)	Word count (or equivalent if appropriate)
1	1 - 4	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 context of curricular policies and practice. The use of the Virtual Learning Environment is also encouraged through interactive activities, forums and discussion groups.

Syllabus outline:

- The legislative context;
- Characteristics of dyslexia/specific learning difficulties and the impact on school life, learning and social/emotional development;
- Strategies for supporting learning and approaches to teaching 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:

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.

Welsh Assembly Government (2004), *Special Educational Needs Code of Practice for Wales*. Cardiff: WAG.

Recommended Reading:

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

Department for Education and Skills (2004), *A Framework for Understanding Dyslexia*. London: DfES.

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.

Rose, J. (2009), *Identifying and Teaching Children and Young People with Dyslexia and Literacy Difficulties*. London: DCSF.

Web-based sources:

The British Dyslexia Association
<http://www.bdadyslexia.org.uk>

SEN Teacher
<http://www.senteacher.org/>

Education Scotland, *Dyslexia*.
<http://www.educationscotland.gov.uk/supportinglearners/additionalsupportneeds/dyslexia/>