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Refer to guidance notes for completion of each section of the specification.

Module Code:	EDN609

Module Title:	Supporting Pupils with Specific Learning Difficulties / Dyslexia (non-accredited)

Level:	6	Credit Value:	20

Cost Centre(s):	GAEC	JACS3 code: HECoS code:	X300 100462

Faculty	SLS	Module Leader:	David Thomas

Scheduled learning and teaching hours	24 hrs
Placement tutor support	0hrs
Supervised learning eg practical classes, workshops	0 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
Total contact hours	**24** hrs
Placement / work based learning	0 hrs
Guided independent study	176 hrs
Module duration (total hours)	200 hrs

Programme(s) in which to be offered (not including exit awards)	Core	Option
BA (Hons) ALN/SEND	✓	☐

Pre-requisites
None

Office use only	
Initial approval: 03/04/2020	Version no: 1
With effect from: 01/09/2020	
Date and details of revision:	Version no:

Template updated: September 2019

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).

Module Learning Outcomes - at the end of this module, students will be able to	
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.
9	Ability to select, justify and evaluate the use of a range of appropriate resources and support methods.

Employability Skills **The Wrexham Glyndŵr Graduate**	**I = included in module content** **A = included in module assessment** **N/A = not applicable**
CORE ATTRIBUTES	
Engaged	I
Creative	I
Enterprising	
Ethical	I A
KEY ATTITUDES	
Commitment	A
Curiosity	I A
Resilient	A
Confidence	A

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Employability Skills The Wrexham Glyndŵr Graduate	I = included in module content A = included in module assessment N/A = not applicable
Adaptability	A
PRACTICAL SKILLSETS	
Digital fluency	
Organisation	A
Leadership and team working	A
Critical thinking	A
Emotional intelligence	A
Communication	A

Derogations
N/A

Assessment:
Indicative Assessment Tasks:
Participants will be required to complete an essay of up to 4000 words. Within the essay participants will discuss the nature of SpLD/Dyslexia and the impact on learners, traits and characteristics, theories of causation and links to assessment and intervention and policies and legislation which support learners with SpLD/Dyslexia both in school and across the lifespan.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1 - 9	Essay	100%

Learning and Teaching Strategies:

The module will be delivered using an interactive, reflective approach drawing upon the experiences of the participants and examination of the social context of curricular policies and decisions.

A variety of learning and teaching strategies may be used to include a selection from:
- Lectures
- Workshops
- Blended learning
- Group activities/practical tasks
- Individual and group tutorials

Each module will be supported by a Moodle module space in line with the University minimum requirements.

Learning and Teaching Strategies:

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.

Indicative Bibliography:
Essential reading
Kelly, K and Phillips, S. (2016), Teaching Literacy to Learners with Dyslexic: a Multisensory Approach (Second edition). 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. (2016), Dyslexia: A Practitioner's Handbook (Fifth Edition). Chichester: WileyBlackwell.
Other indicative 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.

Indicative Bibliography:

Phillips, S., and Kelly, K. (2018), *Assessment of learners with dyslexic-type difficulties*. Sage.

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