Module Title:	ALN and Inclusive Practice (L5)	**Level**:	5	**Credit Value**:	20

Module code:	EDS508	**Is this a new module?**	Yes	**Code of module being replaced**:	

Cost Centre:	GAPE	**JACS3 code**:	X360	

Trimester(s) in which to be offered:	1 & 2	**With effect from:**	September 16

School:	Social & Life Sciences	**Module Leader:**	Jo Williams

Scheduled learning and teaching hours	60 hrs
Guided independent study	140 hrs
Placement	0 hrs
Module duration (total hours)	200 hrs

Programme(s) in which to be offered	Core	Option
Certificate in Education (PcET)	☐	✓

Pre-requisites
None

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Module Aims
To develop a knowledge of the underlying concepts and principles associated with the skills required to support young people and vulnerable adults with additional learning needs (ALN) in a range of educational settings To explore 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 discuss, the associated characteristics and key features of a range of diagnosed impairments 2. Review the impact of impairment on the individual and their learning 3. Reflect critically, on the influence of own values, beliefs and assumptions in the context of supporting learners with additional educational needs 4. Analyse key legislation, regulations and codes of practice relating to supporting young people and vulnerable adults 5. Identify 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 discuss, the associated characteristics and key features of a range of diagnosed impairments.	KS1	KS4
		KS6	KS8
		KS9	
2	Review the impact of impairment on the individual and their learning	KS5	KS6
		KS9	
3	Reflect critically, on the influence of own values, beliefs and assumptions in the context of supporting learners with additional educational needs.	KS1	KS7
		KS8	KS9
4	Analyse key legislation, regulations and codes of practice relating to supporting young people and vulnerable adults	KS4	KS5
		KS6	
5	Identify strategies to meets the needs of learners with additional educational needs	KS1	KS3

Transferable/key skills and other attributes
- Critical reflection on theories and approaches that support students with ALN   - Professional development   - Report writing skills   - Working with others

Derogations
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 effectively communicate information, arguments and analysis in a report format that draws on a critical analysis of relevant literature and research.

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)

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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.* 2nd 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.* 2nd Edition. London: Routledge*.*

Other indicative reading

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

Farrell, M. (2009). *The Special Educational Needs Handbook.* 4th 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*