

Liverpool John Moores University

Title: THE MEANING OF LABELS
Status: Definitive
Code: **6020EDSTUD** (104069)
Version Start Date: 01-08-2016

Owning School/Faculty: Education
Teaching School/Faculty: Education

Team	Leader
Lynne Kendall	Y

Academic Level: FHEQ6 **Credit Value:** 24 **Total Delivered Hours:** 51
Total Learning Hours: 240 **Private Study:** 189

Delivery Options

Course typically offered: Standard Year Long

Component	Contact Hours
Lecture	48

Grading Basis: 40 %

Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Exam	AS1	Examination	50	3
Essay	AS2	Coursework (3000 word equivalent)	50	

Aims

To evaluate the process and effect of 'labelling' and its impact upon life quality. To enable students to gain knowledge and understanding of the major theoretical approaches to working with individuals with different learning difficulties, and those with sensory disabilities.

Learning Outcomes

After completing the module the student should be able to:

- 1 Demonstrate a critical understanding of the planning that is necessary to provide for a diversity of needs and abilities in educational settings.
- 2 Analyse and evaluate approaches to broaden accessibility for a wide range of abilities.
- 3 Identify models and systems that respond to the needs of children/young people with a variety of educational difficulties.
- 4 Demonstrate a critical understanding of current research in the field of learning difficulties, analysing its relevance for learning and teaching.
- 5 Analyse the range of individual needs and recognise their own responsibility for creating an inclusive practice.

Learning Outcomes of Assessments

The assessment item list is assessed via the learning outcomes listed:

EXAM	2	3	4	
Coursework 3000 Words	1	2	4	5

Outline Syllabus

*Definitions terminology, aetiology and prevalence of learning difficulties in society.
Theoretical considerations when planning for the inclusion of individuals with a range of learning difficulties e.g. profound/multiple, physical or sensory impairment.
Differentiation: materials, the 'whole person' holistic approaches to need and access.
Working collaboratively with colleagues and a range of professionals planning implementing and evaluating the inclusive learning process.
Models of intervention.*

Learning Activities

Lectures, group work, and Blackboard activities.

Notes

This module focuses on recent thinking in the field of special needs education that has increasingly emphasised the importance of aspects of the institution's organisation in responding to pupils' difficulties in learning. It will explore how professional development initiatives can enhance the quality of provision for those with special needs. It will discuss the idea of the 'scaffolding' of learning, and the implications of this approach for the role of the professional.