

Liverpool John Moores University

Title: Teaching Young People with Special Educational Needs
Status: Definitive
Code: **7101AEPSN** (124168)
Version Start Date: 01-08-2019
Owning School/Faculty: Education
Teaching School/Faculty: Education

Team	Leader
Christopher O'Brien	Y
Martin Cole	

Academic Level: FHEQ7 **Credit Value:** 20 **Total Delivered Hours:** 22
Total Learning Hours: 200 **Private Study:** 178

Delivery Options

Course typically offered: Semester 1

Component	Contact Hours
Lecture	4
Seminar	8
Tutorial	2
Workshop	8

Grading Basis: 50 %

Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Reflection	CW	Reflective analysis of education policy and practice in relation to the teaching of children and young people with SEND (4500 words equivalent)	100	

Aims

To expand participants' knowledge and understanding of special educational needs and disability through learning based on critical engagement with current educational

theory, research, policy and practice.

To develop critical, professional practice through analysis of, reflection and engagement with this knowledge and understanding in their professional setting.

To develop professionally through engagement with the module

Learning Outcomes

After completing the module the student should be able to:

- 1 Demonstrate knowledge and critical understanding of key theoretical frameworks and concepts in special educational needs and disabilities (SEND)
- 2 Critically analyse and reflect upon how institutional structure and organisation impact on the learning of children and young people with SEND
- 3 Synthesise, analyse and critically reflect upon research findings and other evidence to inform practice in supporting children and young people with SEND
- 4 Evaluate and critically reflect on the impact of learning on professional practice

Learning Outcomes of Assessments

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

Coursework	1	2	3	4
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Outline Syllabus

Key concepts and theoretical frameworks associated with SEND

National, international, local and institutional context of SEND

Knowledge and understanding of legislation, research and initiatives into teaching and learning for children and young people with SEND

Effective planning and monitoring of intervention programmes

Knowledge and understanding of assessment to identify a range of learning needs

Whole-school and classroom issues - policy and practice

Practitioner enquiry approaches

Learning Activities

Learning activities will include tutor input, group discussions and activities, learning conversations use of ICT such as Blackboard and other resources, action learning sets, action research/work related enquiries as appropriate, workshops, presentations, practical tasks, individual tutorials, directed readings and focused work-based practice, as appropriate.

Notes

This course is part of the MA Advanced Educational Practice in Special Educational Needs and is designed to meet the professional needs of practitioners within the education sector.

