

Liverpool John Moores University

Title: Teaching Young People with Special Educational Needs
Status: Definitive
Code: **7402SIL** (120946)
Version Start Date: 01-08-2016

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

Team	Leader
Christopher O'Brien	Y
Carmel Arnold	

Academic Level: FHEQ7 **Credit Value:** 20 **Total Delivered Hours:** 22

Total Learning Hours: 200 **Private Study:** 178

Delivery Options

Course typically offered: Standard Year Long

Component	Contact Hours
Lecture	4
Online	2
Seminar	6
Tutorial	2
Workshop	8

Grading Basis: 40 %

Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Reflection	Reflection		100	

Aims

*To provide opportunities for education professionals to:
Expand their knowledge and understanding of learning difficulties through learning based on engagement with current educational theory, research, policy and practice.
Develop critical professional practice through analysis of, and reflection on, and*

*engagement with this knowledge and understanding in their professional setting.
Develop professionally and personally through engagement with the module*

Learning Outcomes

After completing the module the student should be able to:

- 1 Identify professional development needs, using a practitioner enquiry approach to critically reflect on practice
- 2 Display knowledge and critical understanding of key theoretical frameworks and concepts in special educational needs
- 3 Critically analyse and synthesise research findings and other evidence to inform their practice in special educational needs
- 4 Reflect on and evaluate on the impact of their learning on professional practice, sharing knowledge in an appropriate way

Learning Outcomes of Assessments

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

Reflective practice assignment	1	2	3	4
--------------------------------	---	---	---	---

Outline Syllabus

*Key concepts and theoretical frameworks associated with Learning Difficulties
Context of Learning Difficulties institutional, local, national and international.
Knowledge and understanding of legislation, research and initiatives into teaching and learning for children and young people with significant learning needs.
Knowledge and understanding of assessment to identify a range of learning needs.
Approaches to the teaching of language/literacy/mathematics.
Effective planning and monitoring of intervention programmes.
Working with colleagues, parents and the pupil to build positive expectations.
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 module provides a grounding in theory, research and practice for educational professionals with an interest in developing their capabilities as SENCOs, their understanding of policy contexts, and their ability to contribute to improve educational outcomes and organisational effectiveness. The module contributes to attainment of the National Award for Special Educational Needs coordinators (NASC),