M06A
General Learning Difficulties – Skills & Knowledge

1.	Short Code	M06A
2.	Title	General Learning Difficulties – Skills & Knowledge
3.	Level	7
4.	Credit Points	30
5.	Start Term	Autumn, Spring, Summer
6.	Subject	Special Educational Needs and Disability: learning difficulties
7.	Module Leader	Kate Blinston, Mark Turner
8.	Accredited by	
9.	Module Requisitions	
	• Pre-requisite	None
	• Programme Restriction	None
	• Level restrictions	None
	• Other restrictions or requirements	None
10.	Automatic deferral	No
11.	**Aims** - To develop critical awareness of models and frameworks for understanding General Learning Difficulties/Moderate Learning Difficulties. - To develop thorough knowledge of the characteristics and implications of General Learning Difficulties/Moderate Learning Difficulties. - To develop critical understanding of the processes of assessment and teaching for children with General Learning Difficulties/Moderate Learning Difficulties.	
12.	**Learning Outcomes** **Knowledge** On successful completion of this module, students will have: - An in-depth knowledge of the development of the terms GLD and their place in the student's working context (the focus will be on UK context but there will be a recognition that other contexts will be relevant for some students). - An in-depth knowledge of characteristics associated with GLD, and how these characteristics impact on the learning and progress of children with GLD. - An in-depth knowledge of a range of strategies and adaptations for teaching children with GLD and an understanding of why they may be considered appropriate. Skills On successful completion of this module, students will be able to: <ol start="4"> - Critically compare different models of understanding GLD, including reference to the concept of intelligence and the importance of context. - Identify the relationship between GLD and other areas of SEND. - Critically evaluate research and theory relating to the assessment and teaching of children with GLD.	
13.	**Syllabus** This module explores apparently straightforward questions which turn out to reveal	

	the complexity of changing beliefs and attitudes towards SEND.
	Consideration of questions such as:
	• How do we know if a child has GLD?
	• Does it help to use this label?
	• Does a child with GLD need something different, if so, why, and what is it?
	Analysis of characteristics associated with GLD and an examination of the theoretical and practical consideration involved in defining GLD, including reference to the historical, social and political context.
	The characteristics and implications of GLD, including the importance of the learning environment.
	Exploration of diverse areas such as language, literacy, motivation, memory.
	Assessing and teaching children with GLD.
14.	**Learning and teaching** will be via distance education using Real Training's online Virtual Learning Environment, Campus Online.
	Students access the study topics, including the learning activity instructions and supporting content through Campus Online.
	Campus Online is an integrated environment that:
	• Guides the student through the module, giving instruction of what to do to complete the module's series of Learning Experiences. These experiences are designed to cover the Learning Outcomes so that the student can pass their assessments.
	• Allows students to manage and track their progress through the activities and assessments.
	• Enables students to submit their evidence and assignments, and receive feedback from their tutors.
	As this module is focused on Skills & Knowledge, the Learning Experiences are based around Practical activities that encourage the student to learn skills and acquire the relevant knowledge. These are supported by activities that promote Review and Reflection and provide access to relevant Theory and Policy, Case Study and Exercises.
	These activities include:
	• Reflection on practice, structured through 'learning log' online entries.
	• Formative exercises such as multiple choice quizzes with instant feedback, and self-assessment scales.
	• Problem-based learning scenarios.
	There is access to supporting content including:
	• Directed reading of selected papers, book chapters, specialist online materials.
	• Use of case study examples, videos and other learning materials.
	Campus Online also supports a collaborative learning environment with:
	• Fellow students via peer review, presentations by students, group forums and participation in online discussion forums including action learning sets.
	• Interaction with tutors and learning coaches including receiving feedback, support (for learning, technical questions and course administration) via private messaging and forums.
	• Both students and tutors via forums and webinars (online seminars, live and recorded) by tutors and visiting professionals and academics.
	Assessment is through coursework assignments covering the 6 learning outcomes and is in 3 parts (numbers in brackets refer to learning outcomes assessed):

	• **Critical analysis 1 (2000 words):** Critically evaluate research and theory relating to the assessment and teaching of children with GLD. (6) • **Critical analysis 2 (2000 words):** Written assignment analysing and critiquing models and theories of intelligence, the measurement of intelligence and how it pertains to the development of the terms MLD/GLD. . (1, 2, 4) • **Critical analysis 3 (2000 words or equivalent):** Written assignment or equivalent (multimedia presentations will be acceptable and encouraged) analysing how the characteristics of MLD/GLD impact on teaching strategies and approaches and the relationship of these characteristics and strategies with other SENDs. (3, 5) Delegates, should they wish to and where a word equivalence option is given, will be encouraged to produce a portfolio of evidence including the use multimedia approaches where suitable but will not be penalised for using text based submissions.		

15.	**Assessment Weighting**	
	Seen examination	%
	Unseen examination	%
	Coursework (no examination)	100%
	Seen examination	%
16.	Timetabled examination required	No
17.	Length of exam	N/A
18.	**Learning materials** Essential The online module guide contains the learning materials and instructions and this is supplemented by web based materials as the programme is delivered via distance learning. Where appropriate, web-based learning materials will include: Directed use of Teaching Agency/DfE Materials for the advanced study in the five areas of SEND. Multimedia online training materials produced by the Institute of Education for the TA/DfE for use across the education sector. Available at: www.education.gov.uk/lamb/ Directed use of Teaching Agency/DfE Training Materials for teachers of children with Severe, Profound and Complex Learning Difficulties. Multimedia online training materials produced by Real Group and The Schools Network for the TA/DfE for use across the education sector. Available at: www.education.gov.uk/complexneeds/ Directed use of the appropriate legislation, Government guidance and reports. The online module guide also contains a full reading list. This may be supplemented with further advice to individual students where appropriate. Students are expected to include their personalised reference list in their assignment. The resource bank area of the module website Frederickson, N. & Cline, T. (2009) *Special Educational Needs, Inclusion and Diversity: A Textbook*. London: 2nd ed. Maidenhead: Open University Press. DfES (2001) *The special educational needs code of practice.* London: DfES. Recommended Kelly, N and Norwich, B (2004) 'Pupil's perceptions of self and labels; moderate learning difficulties in special and mainstream schools', *British Journal of Educational Psychology,* 74(3), pp.411-35. Dockrell J and McShane J (1993) *Children's Learning Difficulties, A Cognitive Approach.* London: Blackwell. Gross, J (2002) *Special Educational Needs in the primary School; a Practical Guide.*		

Buckingham: Open University Press.

Goswami, U. and Bryant, P. (2007) *Children's Cognitive Development and Learning.* London: Esmée Fairbairn Foundation/University of Cambridge.

Lewis, A and Norwich, B (2007) 'Special teaching for Special Children? Pedagogies for Inclusion',*Educational and Child Psychology,* 24(3).

Farrell M. (2011) *The Effective Teacher's Guide to Moderate, Severe and Profound Learning Difficulties (Cognitive Impairments).* 2nd ed. Routledge.

Packiam Alloway, T, Gathercole, S, Adams, A, Willis, C (2005) 'Working memory abilities in children with special educational needs' *Educational and Child Psychology,* 22(4).

Haring, N.G., Lovitt, T.C., Eaton, M.D., & Hansen, C.L. (1978). *The fourth R: Research in the classroom.* Columbus, OH: Charles E. Merrill Publishing Co.

Indicative Reading

Ellis S, Tod J, Graham-Matheson L (2008) *Reflection, renewal and reality: Teachers experience of special educational needs and inclusion.* NASUWT

Hulme, C. & Snowling, M. (2009) *Developmental Disorders of Language Learning and Cognition,* Sussex: Wiley Blackwell.

Weisberg, D.S., Keil, F.C., Goodstein, J., Rawson, E. & Gray, J. (2008). 'The seductive lure of neuroscience explanations', *Journal of Cognitive Neuroscience*, 20(3), pp.470–477.

Howard-Jones, PA. 'From brain scan to lesson plan', *The Psychologist*, 24 (2), pp.110-113.

Adey, P., Demetriou, A., Csapo, B., Hautamaki, J., Shayer, M. (2007) 'Can we be intelligent about intelligence? Why education needs the concept of plastic general ability', *Educational Research Review,* 2(2), pp.75–97.