

**M06B**  
**General Learning Difficulties – Application & Reflection**

1.	Short Code	M06B
2.	Title	General Learning Difficulties – Application & Reflection
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	
	<ul style="list-style-type: none"> <li>• PPre-requisite</li> </ul>	M06A, or you are concurrently enrolled on M06A (i.e. you are enrolled on both modules of the same topic)
	<ul style="list-style-type: none"> <li>• PProgramme Restriction</li> </ul>	None
	<ul style="list-style-type: none"> <li>• LLevel restrictions</li> </ul>	None
	<ul style="list-style-type: none"> <li>• OOther restrictions or requirements</li> </ul>	None
10.	Automatic deferral	No
11.	<p><b>Aims</b></p> <ul style="list-style-type: none"> <li>• To develop skills in the processes of assessment and teaching for children with General Learning Difficulties/Moderate Learning Difficulties.</li> <li>• To critically evaluate own practice and learning in these areas.</li> </ul>	
12.	<p><b>Learning Outcomes</b></p> <p><b>Knowledge</b></p> <p>On successful completion of this module, students will have:</p> <ol style="list-style-type: none"> <li>1. A working knowledge of characteristics associated with GLD and experiential evidence of how these characteristics impact on the learning and progress of children with GLD, including from the point of view of the child and parents/carers.</li> <li>2. A working knowledge of a range of strategies and adaptations for teaching children with GLD and experiential evidence of their effectiveness or otherwise.</li> </ol> <p><b>Skills</b></p> <p>On successful completion of this module, students will be able to:</p> <ol style="list-style-type: none"> <li>3. Carry out an in-depth case study of a child, or comparative case studies of 2 children.</li> <li>4. Make a wide-ranging assessment of a child with GLD in order to set appropriate targets.</li> <li>5. Critically analyse classroom environments and learning tasks in relation to a child with GLD.</li> <li>6. Plan, implement and evaluate an intervention for a child with GLD.</li> <li>7. Reflect on and evaluate own learning and practice using a reflective log and be able to analyse the benefits of doing so.</li> </ol>	

	8. Justify practice with reference to the evidence base.
13.	<p><b>Syllabus</b></p> <p>This module allows the theoretical knowledge developed in PT10 to be applied in order to improve practice. It requires critical justification of practice with reference to the literature and research, and analytical reflection of the delegates own learning, via a learning log which is submitted as part of the assessment for the module. It requires the delegate to write a case study which includes an account of a practical piece of work based on assessment and teaching of a child with GLD. The delegate may be directly or indirectly involved in the assessment and teaching, but must nevertheless be able to demonstrate an understanding of how research informs practice in a particular case, and how observation and experience refines it.</p> <p>Specific topic domains covered:</p> <ul style="list-style-type: none"> <li>Assessing and teaching children with GLD.</li> <li>Communicating and collaborating with parents and professionals about children with GLD.</li> <li>Designing, implementing and monitoring interventions for children with GLD.</li> <li>Evaluating own practice.</li> </ul>
14.	<p><b>Learning and teaching</b> will be via distance education using Real Training's online Virtual Learning Environment, Campus Online.</p> <p>Students access the study topics, including the learning activity instructions and supporting content through Campus Online.</p> <p>Campus Online is an integrated environment that:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Allows students to manage and track their progress through the activities and assessments.</li> <li>• Enables students to submit their evidence and assignments, and receive feedback from their tutors.</li> </ul> <p>As this module is focused on Application &amp; Reflection , the Learning Experiences are based around Practical activities that encourage the student to apply their learning in their workplace. These are supported by other activities that promote Review and Reflection and provide access to relevant Theory and Policy, Case Study and Exercises.</p> <p>These activities include:</p> <ul style="list-style-type: none"> <li>• Reflection on practice, structured through 'learning log' online entries.</li> <li>• Formative exercises such as multiple choice quizzes with instant feedback, and self-assessment scales.</li> <li>• Problem-based learning scenarios.</li> </ul> <p>There is access to supporting content including:</p> <ul style="list-style-type: none"> <li>• Directed reading of selected papers, book chapters, specialist online materials.</li> <li>• Use of case study examples, videos and other learning materials.</li> </ul> <p>Campus Online also supports a collaborative learning environment with:</p> <ul style="list-style-type: none"> <li>• Fellow students via peer review, presentations by students, group forums and participation in online discussion forums including action learning sets.</li> <li>• Interaction with tutors and learning coaches including receiving feedback, support (for learning, technical questions and course administration) via private messaging and forums.</li> <li>• Both students and tutors via forums and webinars (online seminars, live and</li> </ul>

	<p>recorded) by tutors and visiting professionals and academics.</p> <p><b>Assessment</b> is through coursework assignments covering the 8 learning outcomes and consists of a portfolio of evidence. The portfolio will include (numbers in brackets refer to learning outcomes assessed):</p> <p><b>Reflective analysis 1 (3000 words or equivalent):</b> Upkeep of a learning log with a minimum of 10 entries that tracks delegate's reflections and changes in thinking and perspective. (1, 2, 7, 8)</p> <p><b>Practice analysis 1 (3000 words or equivalent):</b> A comprehensive case study tracking the impact of assessment, intervention and review of a client. (3, 4, 5, 6) 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.</p>
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.	<p><b>Learning materials</b></p> <p><u>Essential</u></p> <p>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: <a href="http://www.education.gov.uk/lamb/">www.education.gov.uk/lamb/</a> 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: <a href="http://www.education.gov.uk/complexneeds/">www.education.gov.uk/complexneeds/</a> 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. &amp; Cline, T. (2009) <i>Special Educational Needs, Inclusion and Diversity: A Textbook</i>. London: 2nd edn. Maidenhead: Open University Press. DfES (2001) <i>The special educational needs code of practice</i>. London: DfES.</p> <p><u>Recommended</u></p> <p>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', <i>Educational Research Review</i>, 2( 2), pp.75–97. Davis, P. and Florian, L. (2004) <i>Teaching Strategies and Approaches for Pupils with</i></p>

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Frederickson, N. & Cline, T. (2009) *Special Educational Needs, Inclusion and Diversity: A Textbook*. London: 2nd edn. Maidenhead: Open University Press.

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

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