

Module Title	Additional Support for Learning 1			
Brief Description	In this module students will explore the concept of inclusion and inclusive practice via interactive, discussion-based workshops and activities. The content will allow them to develop a greater understanding as a teacher, through engaging with ideas surrounding professionalism, the values and ethics of teaching and reflective practice.			
SCQF Level	Level 9			
Credit Rating	20 SCQF Credits / 10 ECTS credits			
Status	Elective			
Pre-requisites	Teacher Education 2			
Co-requisites	Teacher Education 3			
Anti-Requisites	None			
Maximum number of Students	10	Minimum number of Students	5	
Learning Modes		Hours per week/task	No. of Weeks	Total (hours)
Lectures		c.1	15	15
Workshops		c.1	15	15
Independent Study		-	-	170
Total Notional Student Effort				200
Module Co-ordinator	Dr Angela Jaap			
Module Aims	<p>The concept of inclusion has broadened considerably in Scottish education over the past 16 years to one where consideration is made towards a variety of factors which can influence a young person's engagement with education. Additional Support Needs (ASNs) is the term utilised when a child or young person requires additional support in order to benefit from school education.</p> <p>The Inclusive Education module will explore the wide variety of factors which may lead to children and young people having a need for additional support. These factors may include but are not limited to learning environment, family circumstances (including children and young people in care or acting as care givers), disability or health need, and social and emotional factors. The module will consider the duty of teachers in promoting and providing an inclusive learning experience for children and young people who require support for whatever reason.</p> <p>This module aims to explore the concept of inclusion and the forms which it takes within the classroom. Focus will also be placed on four themes which can influence a child's learning and how he/she is included in the learning experiences: issues associated with socio-economic, gender, disability and highly able learners. The course is structured to promote the development of a critical understanding of</p>			

	the literature and policies around inclusion and inclusive practice and relates this to classroom teaching via learning tasks and reflective activities.
Module Content	<p>The following provides an overview of what will be covered across this module:</p> <ul style="list-style-type: none"> • Online Classroom sessions that will engage learners in study and discussion around: <ul style="list-style-type: none"> ○ The concept of inclusion and inclusive learning ○ Key policies and initiatives in Scotland ○ Exploration of ASNs in Scotland ○ Additional Support Needs (ASNs) ○ The role and responsibilities of the teacher in promoting inclusive practice, including working with others
Learning Outcomes	On successful completion of this module you will be able to:
LO1	Engage critically with current issues, concepts and key debates surrounding inclusion and additional support needs (ASNs) in Scottish education through analysing and exploring research literature, professional guidelines and Scottish Government policy.
LO2	Demonstrate a growing knowledge and understanding of inclusive practice and the roles and responsibilities of teachers to cater for the needs for all children
LO3	Demonstrate this growing knowledge and awareness through engaging in critical analysis and exploration of the wider literature and educational debates through written work
Assessment 1, Type and Weighting	<p>You will be assessed through:</p> <ul style="list-style-type: none"> • <u>Written Assignment (2000 words)</u> <ul style="list-style-type: none"> ○ Weighting: 100% ○ Type: Essay ○ Learning Outcomes: LO1, LO2, LO3, LO4
Assessment Criteria for Assessment 1	<p>In this assessment your assessors will be looking for:</p> <ul style="list-style-type: none"> • Identification of an appropriate issue/problem/challenge linked to inclusive education/additional support needs • Critical engagement with the wider research educational literature and policies related to the issue/problem/challenge identified • A clear understanding of the professional values and ethics guiding the practice and the role of enquiry in professional development • Compliance with the conventions of academic writing with respect to presentation and standard of written English. • Adherence to the Harvard System for academic referencing.
Assessment 2, Type and Weighting	<p>You will be assessed through a:</p> <ul style="list-style-type: none"> • <u>Continuous observation (PASS/FAIL)</u> <ul style="list-style-type: none"> ○ Weighting: 0% ○ Type: Continuous Observation ○ Learning Outcomes: LO1, LO2, LO3, LO4

Assessment Criteria for Assessment 2	<p>During the course of the year, you will be set a series of short tasks aimed at helping you to develop your knowledge and understanding of music and apply it in a range of contents.</p> <p>In this assessment your assessors will be looking for:</p> <ul style="list-style-type: none"> • Demonstration of a growing knowledge and ability to reflect upon the key educational concepts from across the module • Regular personal and professional reflection on learners and learning, linking this to school placement and reading • Demonstration of the Standards for Provisional Registration • Regular active engagement with tutors and peers • Clear goal setting during the course of the year • Self-management and reliability 																
Alignment of Assessment and Learning Outcomes	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;"></th> <th style="width: 40%;">Assessment 1</th> <th style="width: 45%;">Assessment 2</th> </tr> </thead> <tbody> <tr> <td>LO1</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> </tr> <tr> <td>LO2</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> </tr> <tr> <td>LO3</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> </tr> <tr> <td>LO4</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> </tr> </tbody> </table>			Assessment 1	Assessment 2	LO1	✓	✓	LO2	✓	✓	LO3	✓	✓	LO4	✓	✓
	Assessment 1	Assessment 2															
LO1	✓	✓															
LO2	✓	✓															
LO3	✓	✓															
LO4	✓	✓															
Feedback	<p>Students will receive feedback in a number of ways as follows:</p> <ul style="list-style-type: none"> • Ongoing formative feedback from the programme team • Peer feedback on presentations and group work 																
Recommended Resources	<p>A reading list will be provided to students at the beginning of the module. This will be supplemented with additional resources, both text-based and online, throughout the academic session.</p> <p>The RCS Virtual Learning Environment (VLE) will be used to promote and foster a positive culture of independent learning, supporting and allowing for self-study and access to a wider range of designated resources.</p>																
Other Relevant Details	<p>You must pass each Assessment in order to pass the module overall. Delivery pattern above is indicative and subject to the timetabling constraints of placement schools.</p>																
Next Steps	<p>Teacher Education 4</p>																