Module Title	Additional Support for Learning 2
Brief Description	In this module you will explore their development as a teacher, through engaging with ideas surrounding professionalism, the values and ethics of teaching and reflective practice.
SCQF Level	Level 10
Credit Rating	20 SCQF Credits / 10 ECTS credits
Status	Elective
Pre-requisites	Teacher Education 3
Co-requisites	Teacher Education 4
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	The aim of this module is to broaden students' knowledge and understanding of inclusion, pedagogies and practitioner enquiry in Years 2 and 3 of the programme. This module will support students to critique policy in relation to inclusion and inclusive education and to investigate an area of inclusive practice relevant to their teaching through the process of enquiry.

The module aims to:

- To develop a critical understanding of the process of practitioner enquiry in supporting the development of curriculum, policy and practice, including reference to Music education where appropriate
- Engaging in the process of practitioner enquiry to develop an understanding of how local and global dimensions of education impact on issues of diversity, equality, health and well being and social justice
- To enable students to justify a range of pedagogical strategies in relation to Music education through the use of practitioner enquiry and critical reflection
- To engage with issues of current professional relevance and importance in the field of education and Music education

Module Content	The module will support students to contribute actively with issues, the literature and the debates around inclusion, pedagogies and practitioner enquiry and to contextualize these issues and debates within the Music classroom. Specifically, students will explore these debates through the following questions: • How might enquiry impact on my development? • What do I understand by inclusion? • What might inclusive pedagogy look like? • How do I work with and through others? • How does what I do to support particular pupils/ benefit all pupils?
Learning Outcomes	On successful completion of this module you will be able to:
LO1	Evaluate critically how local and global dimensions of education impact on issues of diversity, equality, health and well-being and social justice in professional contexts.
LO2	Identify and explore features of pedagogy that contribute to an inclusive professional context.
LO3	Demonstrate the ability to select and justify a range of pedagogical approaches to Music education as appropriate to the focus of the enquiry into inclusive practice.
LO4	Demonstrate the ability to select, justify and evaluate critically a range of literature relevant to their selected aspect of professional enquiry

Assessment 1, Type and Weighting	You will be assessed through:
	
	• **Presentation (linked to TE 4 Enquiry)**
	
	   o Weighting:100%
	   o Type: Presentation
	   o Learning Outcomes: LO1, LO2, LO3, LO4

Assessment Criteria for Assessment 1	In this assessment your assessors will be looking for: • A clear rationale which presents the identification of an appropriate issue/problem/challenge for enquiry linked to professional practice/school placement • Coherent, achievable and well defined research question(s) • An appropriate methodology for exploring and addressing the research question(s) including educational ethics and implications for participants • Critical engagement with the wider research educational literature and policies related to the issue/problem/challenge identified • Analysis of the evidence gathered (both literature-based and empirical where appropriate) • A clear understanding of the professional values and ethics guiding the practice and the role of enquiry in professional development • Clear and appropriate means of dissemination

Assessment 2, Type and Weighting	You will be assessed through a:
	
	• **Continuous observation (PASS/FAIL)**
	
	   o Weighting: 0%
	   o Type: Continuous Observation
	   o Learning Outcomes: LO1, LO2, LO3, LO4

Assessment Criteria for Assessment 2	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. In this assessment your assessors will be looking for: • 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	

	Assessment 1	Assessment 2
LO1	✓	✓
LO2	✓	✓
LO3	✓	✓
LO4	✓	✓

Feedback	Students will receive feedback in a number of ways as follows: • Ongoing formative feedback from the programme team • Peer feedback on presentations and group work
Recommended Resources	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. 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.
Other Relevant Details	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.
Next Steps	MEd in Learning and Teaching in the Performing Arts