

Module Title	Additional Support for Learning 2			
Brief Description	In this module students 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	Option on BEd only			
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	<p>The aim of this module is to broaden students' knowledge and understanding of inclusion and inclusive pedagogy.</p> <p>The module aims to:</p> <ul style="list-style-type: none"> • Develop a deeper understanding of inclusive practice and inclusive pedagogy through critical reflection on policy, legislation, and literature in relation to practice. • Investigate and critically reflection on pedagogy and adaptations to practice which can make Music education accessible for all learners. 			

Module Content	<p>The module will support students to engage actively with current issues, the literature and debates around inclusion and inclusive pedagogy and to contextualize these issues and debates within the Music classroom. Specifically, students will explore these debates through the following questions:</p> <ul style="list-style-type: none"> • What do I understand by inclusion and accessibility? • What might inclusive practice and inclusive pedagogy look like? • How does what I do to support particular pupils/ benefit all pupils in the Music classroom?
Learning Outcomes	On successful completion of this module you will be able to:
LO1	Evaluate critically how local and national policy impact on issues of inclusion and inclusive practice in the Music classroom
LO2	Identify and explore features of pedagogy that contribute to an inclusive professional context
LO3	Demonstrate the ability to critique different pedagogical approaches to Music education and how these promote accessibility for learners
LO4	Demonstrate the ability to select, justify and evaluate critically a range of literature relevant to inclusion and inclusive pedagogy
Assessment 1, Type and Weighting	<p>You will be assessed through:</p> <ul style="list-style-type: none"> • <u>Presentation</u> <ul style="list-style-type: none"> ○ Weighting:100% ○ Type: Presentation ○ 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"> • Analysis of the evidence gathered (both literature-based and classroom/practice-based where appropriate) • A clear understanding of the professional values and ethics guiding the practice • Clear and appropriate means of dissemination
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 contexts.</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. 		
Alignment of Assessment and Learning Outcomes			
		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.</p> <p>Delivery pattern above is indicative and subject to the timetabling constraints of placement schools.</p>		
Next Steps	<p>Masters level study in Education</p>		