1. **Title of the module**

WKBL8810 (WL881) - Addressing Barriers to Learning

1. **School or partner institution which will be responsible for management of the module**

The Centre for Professional Practice (Module delivered by Brompton Academy)

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 7

1. **The number of credits and the ECTS value which the module represents**

30 credits (15 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn

1. **Prerequisite and co-requisite modules**

Co-requisite with: WKBL8800 The Role of Schooling - A Thinking Approach

1. **The programmes of study to which the module contributes**

MSc in Professional Practice (Teaching and Learning)

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**

8.1 Demonstrate knowledge and critical understanding of the barriers to student learning within a school setting.

8.2 Critically evaluate and appraise the theories, evidence-base and current research related to overcoming barriers to learning, with a specific focus on an identified barrier.

8.3 Design an action-based enquiry audit intended to address an identified barrier to learning within the participant’s work-place setting.

8.4 Critically reflect on the process of planning to implement an audit and the impact that stakeholder relationships have on the planning process.

8.5 Review and critically evaluate literature and available evidence relevant to conducting an audit.

1. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**

9.1 Demonstrate evidence of critical self-reflection and the ability to enhance professional competence on the basis of feedback from self and others.

9.2 Demonstrate ability for autonomous learning and the ability to access professional and academic resources to inform reflection.

9.3 Demonstrate the ability to theorise and plan from evidence or data through enquiry.

9.4 Demonstrate an ability to communicate effectively.

1. **A synopsis of the curriculum**

Overcoming the barriers to learning is the perpetual challenge within all teaching environments, one which has a significant impact on both learners and teachers alike.

The aim of the module is to develop participants’ understanding of the theoretical issues and practical challenges surrounding identified barriers to learning. Through an examination of current educational debates and reflection on experiential practice the module aims to offer the programme member the opportunity to develop an awareness of potential strategies to address barriers. The participants will design an audit tool (as part of their assessment) to address a barrier to learning within their own working context. This tool could later be implemented in the practice setting.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Armstrong, D. and Grace, J. (2000) *Research Methods and Audit for General Practice*. 3rd edn, New York: Oxford University Press.

Bercow, J. (2008) The Bercow report: A *Review of Services for Children and Young People (0-19) with Speech Language and Communication needs.* London: Department for Children Schools and Families.

Claxton, G. (2002) *Building Learning Power.* Bristol: TLO Limited.

Claxton, G. (2013) *What's the Point of School? Rediscovering the heart of education*. Oneworld Publications.

Dockrell, J., Bakopoulou, I., Law, J., Spencer, S., and Lindsay, G.l. (2012) Developing a communication supporting classrooms observation tool. Research Report DFE-RR247-BCRP8. London: Department for Education.

Hattie, J. (2012) Visible Learning for Teachers: Maximizing impact on learning. Abingdon, Oxon: Routledge.

Kotter, J. (2007) *Leading Change: Why Transformation Efforts Fail*. USA: Harvard Business Review Press.

Law, M., Cooper, B., Strong, S., Stewart, D., Rigby, P., and Letts, L. (1996) ‘The person-environment-occupation model: a transactive approach to occupational performance’. *Canadian Journal of Occupational Therapy*. 63(1):9 - 23

1. **Learning and teaching methods**

Total contact hours: 38

Private study hours: 262

Total study hours: 300

1. **Assessment methods**
	1. Main assessment methods

Written Assignment (4,500 words) 70%

Presentation (20 minutes) 30%

To successfully complete the module an overall pass is required.

13.2 Reassessment methods

Like-for-like

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *9.1* | *9.2* | *9.3* | *9.4* |
| **Learning / teaching methods** |  |  |  |  |  |  |  |  |  |
| **Tutorials** | **x** |  | **x** |  | **x** |  |  |  |  |
| *Lectures and seminars* | **x** | **x** | **x** | **x** | **x** | **x** |  |  | **x** |
| *Guided study, self-reflection and application to practice* |  |  |  | **x** |  | **x** | **x** | **x** |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| *Presentation (20 minutes duration)* | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| *A written assignment of 4,500 words.* | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

1. **Inclusive module design**

The Collaborative Partner recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Brompton Academy Medway (partner school location)

1. **Internationalisation**

The module seeks to deliver a curriculum which takes into account the international nature of both subject matter and the student body and where relevant, module resources have been drawn from international journals.

1. **Partner College/Validated Institution** Brompton Academy (Part of the Brompton Academy and Rochester Grammar School for Girls Partnership).
2. **University School responsible for the programme** Centre for Professional Practice

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**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 18/12/2019 | Major  | September 2021 | 5, 8, 11, 13 | Yes |
|  |  |  |  |  |

Revised FSO Jan 2018