



**London
South Bank
University**

EST 1892

Module Guide

Barriers to Learning

EDU_5_BTL

School of Law and Social Sciences

Level 5

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1. MODULE DETAILS

Module Title:	Barriers to learning
Module Level:	Level 5
Module Reference Number:	EDU_5_BTL
Credit Value:	40
Student Study Hours:	200
Contact Hours:	30
Private Study Hours:	170
Pre-requisite Learning (If applicable):	None
Co-requisite Modules (If applicable):	None
Course(s):	Education Studies
Year and Semester	Year 2 Semester 2
Module Coordinator:	Andrew Read
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Teaching Team & Contact Details:	Anna Jones, jonesa31@lsbu.ac.uk V304
Subject Area:	Education
Summary of Assessment Method:	Case study (equivalent 2,500 words)
External Examiner appointed for module:	Poppy Gibson, Greenwich University

2. SHORT DESCRIPTION

Students will develop their theoretical understanding of a range of potential 'barriers to learning' which may arise for pupils. Using theory to inform practice, students will develop their approaches to identifying and reducing barriers, with the aim of developing inclusive practice for all pupils in educational settings.

3. AIMS OF THE MODULE

This module aims to provide students with the opportunity to understand the notion of 'barriers to learning', and consider the potential implications of barriers to learning in educational contexts, with a view to developing effective informed practice which aims to promote learning and well-being for all pupils.

4. LEARNING OUTCOMES

4.1 Knowledge and Understanding

- Develop understanding of a range of barriers to learning encountered by pupils and strategies that have been used to overcome them;
- Have knowledge of recent Parliamentary Acts and practices that promote learning for all.

4.2 Intellectual Skills

Theory and Practice

- Develop an understanding of how acts of parliament and codes of practice are enacted upon in educational contexts.

4.3 Practical Skills

- Know how to make an ethical assessment of a case study proposal and gain ethical approval.

4.4 Transferable Skills

- Recognise barriers to learning and participation across contexts and be able to communicate these to others.

5. ASSESSMENT OF THE MODULE

Formative assessment

- Feedback on directed reading
- Feedback on directed activities during sessions
- Formative questioning
- Student conference

Summative assessment

Case study (equivalent of 2500 words). It identifies (with reference to theory) barriers to learning for an identified learner in their educational context and makes recommendations to address identified barriers. Ethical approval may be required in some cases.

Non Work Based and Work Based Deadline for submission is:

Monday 30th March 2020 by 13:00.

Extension arrangements for students with DDS.

Submission of Assignments

Assignments should be submitted electronically via Moodle.

Case Study: 100% of overall grade

Level 5	Fail 0 – 29%	Fail 30 - 39%	Pass/Third 40 - 49%	Lower Second 50 - 59%	Upper Second 60 - 69%	First 70 – 79%	First 80% +
1. Use of standard English	Very poor use of standard English: meaning in significant sections of the submission is unclear/muddled because of errors in grammar and spelling/spoken English.	Poor use of standard English: frequently, meaning in sections of the submission is unclear/muddled because of errors in grammar and spelling/ spoken English.	Acceptable use of standard English: errors in grammar and spelling/ spoken English do not significantly prevent reader comprehension (occasionally meaning is unclear/muddled).	Sound use of standard English: grammar and spelling/spoken English is generally correct, although there may be some errors (hence instances when meaning is unclear/ muddled).	Good use of standard English: grammar and spelling/spoken English is generally correct, with evidence of effective use of a range of sentence types, economic use of language, etc. There may be some errors, but meaning is consistently clear.	Excellent use of standard English: grammar and spelling/ spoken English is correct, with evidence of effective use of a range of sentence types, economic use of language, etc. There are very few errors.	Exemplary use of standard English: grammar and spelling/ spoken English is correct, with evidence of effective use of a range of sentence types, economic use of language, etc. There are no errors. <i>Submission demonstrates the highest level of use of English that can be expected.</i>
2. Use of academic referencing conventions (LSBU Harvard)	Very limited/no evidence of correct use of referencing conventions.	Limited correct use of referencing conventions.	Generally correct use of referencing conventions, with some errors/ inconsistencies.	Generally correct use of referencing conventions, with minimal errors/ inconsistencies.	Consistently correct use of referencing conventions (max 5 errors).	Consistently correct use of referencing conventions.	Consistently correct use of referencing conventions. <i>Submission demonstrates the highest level of accuracy that can be expected.</i>
3. Ability to structure assignment coherently and develop sustained reasoned argument.	Very poor structure: submission lacks evidence of skills in use of paragraphs and/or design; meaning/ reasoning is largely unclear/ muddled as a consequence.	Poor structure: limited evidence of skills in use of paragraphs and/or design; meaning/ reasoning is often unclear/ muddled as a consequence.	Satisfactory structure: in general, use of paragraphs and/or design of the submission support reader comprehension (occasionally	Sound structure: use of paragraphs and/or design of the submission support reader comprehension (instances were meaning/reasoning is unclear/muddled).	Good structure: use of paragraphs/ sequencing of ideas and/or design of the submission contribute to reader comprehension (meaning/reasoning consistently clear).	Excellent structure: use of paragraphs/ sequencing of ideas and/or design of the submission contribute significantly to reader comprehension (meaning/reasoning consistently clear).	Exemplary structure: use of paragraphs/ sequencing of ideas and/or design of the submission contribute fully to reader comprehension (meaning/reasoning consistently clear).

	<p>Little/no evidence that planning has taken place.</p> <p>Little/no evidence of logic/reasoning.</p>	<p>Insufficient planning has taken place.</p> <p>Ideas/argument generally lacking in logic/clear reasoning.</p>	<p>meaning/ reasoning is unclear/ muddled).</p> <p>Some evidence that sufficient planning has taken place.</p> <p>Ideas/argument often proceeds in logical steps/with clear reasoning, although this is inconsistent.</p>	<p>Clear evidence that sufficient planning has taken place.</p> <p>Ideas/argument mostly proceeds in logical, clearly reasoned steps, with few examples of inconsistency.</p>	<p>Clear evidence that effective planning has taken place.</p> <p>Ideas/argument mostly proceeds in logical, clearly reasoned steps, with minimal exceptions.</p>	<p>Effective planning is implicit throughout.</p> <p>Ideas/argument proceeds in logical, well-reasoned steps, without exception.</p>	<p>Effective planning is implicit throughout.</p> <p>Ideas/argument proceeds in logical, well-reasoned steps, without exception.</p> <p><i>Submission demonstrates the highest level of organisation/ reasoning that can be expected.</i></p>
<p>4. Informed reading of, and reference to, pertinent literature in the given field.</p>	<p>Little or no evidence of use of literature.</p> <p>Where reference to literature is included, submission indicates substantial misunderstanding.</p> <p>Inappropriately descriptive and anecdotal; evidence of unsubstantiated assumptions throughout.</p> <p>No evidence of capacity for analysis/evaluation (where required).</p>	<p>Limited range, depth or use of literature; reliance on insubstantial blogs, Wikipedia etc.</p> <p>Where reference to literature is included, submission indicates significant misunderstanding.</p> <p>Largely, inappropriately descriptive and anecdotal; frequent evidence of unsubstantiated assumptions.</p> <p>Little evidence of capacity for analysis/evaluation (where required).</p>	<p>Satisfactory range of literature (core texts) is referred to in order to support ideas/module requirements; limited use of insubstantial blogs, Wikipedia.</p> <p>Where reference to literature is included, submission indicates satisfactory understanding (but will include some misunderstanding).</p> <p>Points supported by literature; some instances of inappropriately descriptive style and of unsubstantiated assumptions.</p> <p>Evidence of capacity for analysis/evaluation (where required).</p>	<p>Sound range of literature (exceeding core texts) is referred to in order to support ideas/module requirements; minimal and/or critical use of blogs, Wikipedia.</p> <p>Where reference to literature is included, submission indicates sound understanding (but may include minimal misunderstanding).</p> <p>Points well supported by literature; may include instances of inappropriately descriptive style and of unsubstantiated assumptions.</p> <p>Sound evidence of capacity for analysis/evaluation (where required).</p>	<p>Good range of literature is referred to in order to support ideas/module requirements.</p> <p>Where reference to literature is included, submission indicates good understanding (no significant misunderstandings/ inaccuracies).</p> <p>Points well supported by literature; may include 1-2 instances of inappropriately descriptive style and of unsubstantiated assumptions.</p> <p>Good evidence of capacity for analysis/evaluation (where required).</p>	<p>Excellent range of literature (significantly exceeding recommended range) is referred to in order to support ideas/module requirements.</p> <p>Where reference to literature is included, submission indicates excellent (critical) understanding, insightful thinking.</p> <p>Points very well supported by literature.</p> <p>Excellent evidence of capacity for analysis/evaluation (where required).</p>	<p>Exemplary range of literature (significantly exceeding recommended range) is referred to in order to support ideas/module requirements.</p> <p><i>Submission demonstrates the highest level of engagement with literature that can be expected.</i></p> <p>Where reference to literature is included, submission indicates exemplary (critical) understanding, insightful thinking.</p> <p>Points very well supported by literature.</p> <p>Exemplary evidence of capacity for analysis/evaluation (where required).</p>

<p>5. Identify barriers to learning, potential implications in an educational context and relevant strategies used to reduce barriers.</p>	<p>Little or no identification of barriers to learning and potential implications in an educational context.</p> <p>No identification of strategies used to reduce the impact of such barriers on learning or strategies identified are irrelevant.</p>	<p>Limited identification of barriers to learning and potential implications in an educational context.</p> <p>Limited identification of strategies used to reduce the impact of such barriers on learning. Some strategies are irrelevant.</p>	<p>Satisfactory identification of barriers to learning and potential implications in an educational context.</p> <p>Satisfactory identification of relevant strategies used to reduce the impact of such barriers on learning.</p>	<p>Good identification of a range of barriers to learning and potential implications in an educational context.</p> <p>Good identification of a range of relevant strategies used to reduce the impact of such barriers on learning.</p>	<p>Identification of a wide range of barriers to learning and potential implications in an educational context.</p> <p>Identification of a wide range of relevant strategies used to reduce the impact of such barriers on learning and a good understanding of their application.</p>	<p>In depth identification of a wide range of barriers to learning and potential implications in an educational context.</p> <p>In depth identification of a wide range of relevant strategies used to reduce the impact of such barriers on learning and a detailed understanding of their application.</p>	<p>In depth identification of a wide range of barriers to learning and sophisticated understanding of potential implications in an educational context.</p> <p>In depth identification of a wide range of relevant strategies used to reduce the impact of barriers on learning and a sophisticated understanding of their application.</p>
<p>6. Ability to apply research methods appropriately including an awareness of ethical concerns.</p>	<p>Little or no application of appropriate research methods in case study.</p> <p>No consideration of ethical concerns.</p>	<p>Limited application of appropriate research methods in case study.</p> <p>Limited consideration of ethical concerns.</p>	<p>Satisfactory application of appropriate research methods in case study, with some justification given.</p> <p>Satisfactory consideration of ethical concerns.</p>	<p>Consistent application of appropriate research methods in case study, with clear justification given.</p> <p>Good consideration of ethical concerns.</p>	<p>Effective application of appropriate research methods in case study, with detailed justification given.</p> <p>Detailed consideration of ethical concerns.</p>	<p>Excellent application of appropriate research methods in case study, with comprehensive justification given.</p> <p>Comprehensive consideration of ethical concerns.</p>	<p>Exemplary application of appropriate research methods in case study, with an evaluation of the methods given.</p> <p>Exemplary consideration of ethical concerns.</p>
<p>7. Demonstrate an understanding of the application of relevant acts of parliament and codes of practice which promote inclusive practice.</p>	<p>Little or no evidence of an understanding of the application of acts of parliament and codes of practice which promote inclusive practice or those included are irrelevant.</p>	<p>Limited evidence of an understanding of the application of relevant acts of parliament and codes of practice which promote inclusive practice. Some acts or codes are irrelevant.</p>	<p>Satisfactory evidence of an understanding of the application of relevant acts of parliament and codes of practice which promote inclusive practice.</p>	<p>Sound understanding of the application of a range of relevant acts of parliament and codes of practice which promote inclusive practice.</p>	<p>Good understanding of the application of a wide range of relevant acts of parliament and codes of practice which promote inclusive practice.</p>	<p>In depth understanding of the application of a wide range of relevant acts of parliament and codes of practice which promote inclusive practice.</p>	<p>Sophisticated understanding of the application of a wide range of relevant acts of parliament and codes of practice which promote inclusive practice.</p>

6. FEEDBACK

Feedback will be electronic and available on Moodle.

7. INTRODUCTION TO STUDYING THE MODULE

7.1 Overview of the Main Content

The lectures are designed to introduce students to relevant government acts and policy as well as academic theory in order to develop understanding of issues of inclusion and the statutory requirements of education providers to support all learners. Students are expected to engage with the set reading material as well as wider reading to support and develop their understanding of the content of the lectures.

Workshops include a range of activities which are designed to develop students' skills in identifying barriers to learning, their impact on learners and potential solutions to overcome these barriers.

7.2 Overview of Types of Classes

Taught Sessions:

10 learning and teaching sessions, consisting of a mixture of 1-2 hour lectures and workshops, and attendance at the *Education for Social Justice* conference. These sessions include small group discussion and a variety of formative activities and assessments.

Student Self-Managed Learning Time:

Students must regularly access the Moodle site for this module. They should download the lecture/workshop material from the Moodle site, and do the recommended reading. The programme of teaching, learning and assessment gives guidance on the textbook reading required, the purpose of which is to encourage further reading both on and around the topic.

Students will need to carry out research activities in an educational context (work place or placement), and they must seek appropriate consent to carry out these activities.

7.3 Employability

This module provides students with legislative understanding that will be relevant to employment in a wide range of professions that work with community, families and learners of all ages.

8. THE PROGRAMME OF TEACHING, LEARNING AND ASSESSMENT

Date	Session	Topic
Tue 21 Jan am	BTL1	Understanding The Equality Act 2010 in context - Why does equality matter?
Tue 28 Jan am	BTL2	Inclusive practice and removing barriers to learning - How inclusive are schools?
Tue 4 Feb am	BTL3	Research Methods and Ethics - Case Study
Tue 11 Feb pm	BTL4	Understanding SEND policy -Putting policy into practice
Self-Study Week		
Tue 25 Feb am	BTL5	Positive approaches to supporting learners with speech, language and communication needs as well as learners with EAL -Putting strategies into practice Ethics Form Deadline
Thurs 27 Feb pm	BTL 6	Conference: <i>Education Across the Divide – Challenging Voices</i>
Tue 3 March am	BTL7	Supporting children with Behaviour, Emotional and Social Difficulties (BESD) -Creating a case study
Tue 10 March am	BTL8	Closing the gap – the impact of socioeconomic background and ethnicity on achievement -Whole school strategies
Tue 17 March am	BTL9	Understanding multiple identities and avoiding stereotyping
Tue 24 March am	BTL10	Student conference/presentation of case study. Tutorials
Monday 30 March	1 pm	Assignment hand-in

9. STUDENT EVALUATION

This module will be evaluated through a survey at the end of the module. There will also be opportunities for participants to feed back about the delivery, content and assessment of the module through their course board representatives. Student evaluation is taken very seriously and contributes to the continuing improvement of the module.

10. LEARNING RESOURCES

Virtual Learning Environment - Moodle

All session materials and assessment guidance can be found on Moodle.

Reading lists online

You can find your reading list online at <http://readinglists.lsbu.ac.uk>

Search by the module name, module code or module coordinator to find your reading list. The list will show you the library availability, as well as link you directly through to electronic material (if available).

Online Resources

- Achievement for All: www.afa3as.org.uk
- ALFIE: A national campaigning and information-sharing network led by disabled people: www.allfie.org.uk
- Contact a Family: www.cafamily.org.uk
- Every Disabled Child Matters: www.edcm.org.uk
- Department for Education (includes the Children and Families Bill 2013): <http://www.education.gov.uk/a00221161>
- Equality Challenge Unit (includes a summary guide to the Equality Act 2010): www.ecu.ac.uk
- Equality and Human Rights Commission: www.equalityhumanrights.com
- Equality and Diversity in Education: www.insted.co.uk
- Respect - Promoting Positive Tolerance and Active Citizenship: www.irespect.net
- Refugee Council: www.refugeecouncil.org.uk
- RevisedSENCodeofPractice: <http://www.education.gov.uk/aboutdfe/statutory/g00213170/special-educational-needs-code-of-practice>
- A wide and growing range of resources to help with academic writing, study skills

etc. is available through the LSBU Library and Centre for Learning Support and Development (CLSD): http://www.lisa.lsbu.ac.uk/001_ahs/education/index.html