

ECPT6012 Supporting and Developing Learners in Post Compulsory Education

Introduction to the module

Welcome to Supporting and Developing Learners in Post Compulsory Education. This is the first module of part 2 of the in-service programme and has the following aims and learning outcomes.

Module Aim

- To develop an awareness of best practice in supporting and developing learner skills within post compulsory education and training settings

Learning Outcomes

Upon the successful completion of this module, the student should be able to:

- Demonstrate a critical awareness of how to support learners in a range of capacities within a post compulsory setting.
- Critically reflect on own teaching practice as well as that of other experienced teachers in relation to behaviour management and inclusivity within the classroom.
- Explain and outline the role of key legislation, policy as well as appropriate professional guidelines in relation to learner support and inclusive practice.

Schedule of Sessions

This module is organised into a number of topic blocks that will be released via Moodle on a regular basis throughout the module. Please see below for a guide to the module content, this is indicative only and amendments may be made to suit programme and student interests as we progress through the module.

Date of release	Topic
02.05.23	An introduction to inclusivity and Additional Learning Needs
22.05.23	Designing learning and teaching strategies for ALN
12.06.23	Behaviour management and positive interventions
03.07.23	Supporting and promoting positive mental well-being
24.07.23	Effective safeguarding, intervention and support
14.08.23	Continuing professional development and skills enhancement

Reading List

An up to date reading list is available via the Leganto link on the module Moodle page. However, below is a list of the main titles that are relevant for this module with those indicated as 'electronic' available via the UWTSD library webpage.

Module Code	ECPT6012	
Module Title	Supporting and Developing Learners within Post Compulsory Education	
Classification	Reading List entry	Electronic *
Essential	Bassot, B. (2016) <i>The Reflective Practice Guide: An Introduction to Critical Reflection</i> . Abingdon: Routledge	☒
Essential	Bolton, G. (2018) <i>Reflective Practice: Writing and Professional Development. 5th Edition</i> . Abingdon: Routledge.	☒
Essential	Rushton, I. and Suter, M. (2012) <i>Reflective Practice for Teaching in Lifelong Learning</i> . Maidenhead: Open University Press.	☒
Further	Barden, N & Caleb, R. (2019) <i>Student Mental Health and Wellbeing in Higher Education: A practical guide</i> . London: Sage	☒
Further	Cox et al (2018) <i>The Complete Handbook of Coaching: 3rd Edition</i> . London: Sage	☒
Further	Gravells, A. (2012) <i>Equality and Diversity in the Lifelong Learning Sector. 2nd Edition</i> . Exeter: Learning Matters.	☒
Further	https://gov.wales/additional-learning-needs-special-educational-needs	☒
Further	Frederickson, N. & Cline T, (2015) <i>Special educational needs, inclusion and diversity</i> . Maidenhead: Open University Press	☒
Further	Lebor, M. (2018) <i>Classroom Behaviour Management in the Post-School Sector: Student and Teacher Perspectives on the Battle Against Being Educated</i> . London: Palgrave Macmillan.	☒
Further	Robinson, D. (2019) <i>Classroom Behaviour Management in Further, Adult and Vocational Education</i> . London: Bloomsbury Academic.	☒

