UniSC

COURSE OUTLINE

EDU202 Individual Learner Needs

School: School of Education and Tertiary Access

2025 | Semester 2

UniSC Sunshine Coast
UniSC Moreton Bay
UniSC Fraser Coast

BLENDED LEARNING Most of your course is on campus but you may be able to do some components of this course online.

Please go to usc.edu.au for up to date information on the teaching sessions and campuses where this course is usually offered.

1. What is this course about?

1.1. Description

In this course you will learn about inclusive approaches to supporting learners who have a range of abilities (physical, sensory, cognitive, language and/or social) and who may require individualized learning support. You will investigate legislation, policies and practices that inform inclusive approaches for working with students with disability and additional learning needs. You will learn about the key principles for making reasonable adjustments to curriculum and the learning environment so that all students can access and participate at school on the same basis as their same-age peers.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Learning materials – You are required to engage and interact with asynchronous materials and activities accessed through Canvas modules, course readings and required texts.	2hrs	Week 1	9 times
Tutorial/Workshop 1 – This workshop will be delivered on-campus in scheduled tutorial class time for the engagement and application of learning materials and assessment.	2hrs	Week 1	10 times

1.3. Course Topics

Course topics

- Legislation, policies, and practices in relation to inclusive practices: Global, national, state.

- Embracing inclusion: Teacher attitudes, values, beliefs.

- Using strengths-based approaches to instructional design (eg. Universal Design for Learning).

- Understanding and supporting a range of students with disability (eg. Intellectual, ADHD, Hard of Hearing, Vision Impaired, Physical Disability, Autism Spectrum Disorder).

- Understanding and supporting students with additional learning needs (eg. Gifts and talents, literacy and numeracy, ICTs).

- Working ethically, sensitively, and confidentially with students and parents/carers.

- Working collaboratively with colleagues/support teams/external agencies to meet the needs of all students.

- Understanding and supporting students with mental health and well-being challenges.

- Understanding strategies for managing challenging behavioural needs.

2. What level is this course?

200 Level (Developing)

Building on and expanding the scope of introductory knowledge and skills, developing breadth or depth and applying knowledge and skills in a new context. May require pre-requisites where discipline specific introductory knowledge or skills is necessary. Normally, undertaken in the second or third full-time year of an undergraduate programs.

3. What is the unit value of this course?

12 units

4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES On successful completion of this course, you should be able to...	GRADUATE QUALITIES MAPPING Completing these tasks successfully will contribute to you becoming...	PROFESSIONAL STANDARD MAPPING * Australian Institute for Teaching and School Leadership
1 Critically reflect on your beliefs, values and understanding as a teacher working with a wide range of individual learner needs and how this relates to your interactions with students, and your teaching design, planning, assessment and teaching strategies.	Knowledgeable Ethical	1.1, 1.2, 1.5, 1.6, 3.3, 3.5, 3.7, 4, 4.1, 4.2, 4.3, 4.4, 4.5, 6.3, 7, 7.1, 7.2, 7.3, 7.4
2 Know and discuss the broad range of ethical and inclusive practices, legislation, policies and procedures for students with disability and additional learning needs that support participation in schools, and strategies that support student well-being and safety. Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	Empowered Ethical	1.1, 1.2, 1.5, 1.6, 3.3, 3.5, 3.7, 4, 4.1, 4.2, 4.3, 4.4, 4.5, 6.3, 7, 7.1, 7.2, 7.3, 7.4
3 Apply your knowledge, understanding and skills as a professional educator to interpret, implement, integrate and adapt learning for individual needs and disabilities.	Empowered Ethical	1.1, 1.2, 1.5, 1.6, 3.3, 3.5, 3.7, 4, 4.1, 4.2, 4.3, 4.4, 4.5, 6.3, 7, 7.1, 7.2, 7.3, 7.4
4 Identify and promote the importance of involving and working effectively, sensitively and confidentially with colleagues, parents/carers and community representatives to assist in developing teacher professional knowledge and to facilitate productive relationships that achieve positive educational outcomes for individual students.	Ethical Engaged	1, 1.1, 1.5, 1.6, 3.5, 3.7, 4, 4.1, 4.2, 4.3, 4.4, 4.5, 6.3, 7, 7.1, 7.2, 7.3, 7.4

* Competencies by Professional Body

CODE	COMPETENCY
AUSTRALIAN INSTITUTE FOR TEACHING AND SCHOOL LEADERSHIP	
1	PROFESSIONAL KNOWLEDGE: Know students and how they learn
1.1	Physical, social and intellectual development and characteristics of students: Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.
1.2	Understand how students learn: Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.
1.5	Differentiate teaching to meet the specific learning needs of students across the full range of abilities: Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.
1.6	Strategies to support full participation of students with disability: Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.
3.3	Use teaching strategies: Include a range of teaching strategies.
3.5	Use effective classroom communication: Demonstrate a range of verbal and non-verbal communication strategies to support student engagement

CODE	COMPETENCY
3.7	Engage parents/carers in the educative process: Describe a broad range of strategies for involving parents/carers in the educative process.
4	PROFESSIONAL PRACTICE: Create and maintain supportive and safe learning environments
4.1	Support student participation: Identify strategies to support inclusive student participation and engagement in classroom activities.
4.2	Manage classroom activities: Demonstrate the capacity to organise classroom activities and provide clear directions
4.3	Manage challenging behaviour: Demonstrate knowledge of practical approaches to manage challenging behaviour.
4.4	Maintain student safety: Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.
4.5	Use ICT safely, responsibly and ethically: Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.
6.3	Engage with colleagues and improve practice: Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.
7	PROFESSIONAL ENGAGEMENT: Engage professionally with colleagues, parents/carers and the community
7.1	Meet professional ethics and responsibilities: Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.
7.2	Comply with legislative, administrative and organisational requirements: Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.
7.3	Engage with the parents/carers: Understand strategies for working effectively, sensitively and confidentially with parents/carers.
7.4	Engage with professional teaching networks and broader communities: Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.

5. Am I eligible to enrol in this course?

Refer to the UniSC Glossary of terms for definitions of "pre-requisites, co-requisites and anti-requisites".

5.1. Pre-requisites

(EDU100 or EDU101 and enrolled in Program AE301, ED306, BE301, SE301 or ED304)

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

Not applicable

5.4. Specific assumed prior knowledge and skills (where applicable)

ED304 students (Bachelor of Primary Education) will have successfully completed minimum of 6 Education Courses, not including school placement courses

6. How am I going to be assessed?

6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

6.2. Details of early feedback on progress

Feedback will be given following online quiz/zes, commencing in week 3. In week 3 or 4 of this course a draft copy of your Task 1 assessment will be peer reviewed in your tutorial/workshop.

6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Activity Participation	Individual	30%	80-100 mins	Throughout teaching period (refer to Format)	Online Test (Quiz)
All	2	Oral and Written Piece	Group	30%	15-20 minute presentation in groups + documentation	Week 6	Online Submission
All	3	Artefact - Creative, and Written Piece	Individual	40%	1000-1200 words (equivalent) including an 8-10 minute multi-media presentation.	Week 10	Online Assignment Submission with plagiarism check

All - Assessment Task 1: Quiz/zes

GOAL:	The goal of this task is to demonstrate your knowledge of individual learner needs and your developing capacity to support and encourage all students to learn optimally within the classes you will teach. You will do this via a series of quizzes given throughout the course. The goal of this task is to draw together your understanding of the course topics as the semester progresses.
PRODUCT:	Activity Participation
FORMAT:	You will undertake quizzes in weeks 3, 5, 7 and 9 in order to determine your knowledge and understanding of legislation, policy and inclusive practices required to cater for the individual needs of all students in the classroom. Each quiz will assess the previous 2 weeks' learning materials and readings. Following each quiz, you will be provided with feedback to reflect on your current understanding of the course topics which in turn may be used to shape and enhance your final assessment item, the professional conversation.

CRITERIA:	No.		Learning Outcome assessed
	1	Knowledge of a broad range of inclusive and ethical practices that support participation and safety/well-being of all students in schools.	① ②
	2	Knowledge of strategies for involving and working effectively with carers and for collaboration with internal and external support staff.	④
	3	Applied knowledge of practices which support individual learners in given scenarios.	③

GENERIC SKILLS:	Information literacy

All - Assessment Task 2: Professional Conversation: Individual Learning Needs

GOAL:	The goal of this task is to work collaboratively with colleagues to select one student from provided scenarios, and to discuss, negotiate and formulate appropriate plans for action to support this student with individual learning needs/disabilities. You will also participate as a member of the Learning Support Team, to provide feedback and make recommendations to your colleagues in support of their student.
PRODUCT:	Oral and Written Piece
FORMAT:	You are provided with several student scenarios from which to select one student whose case you will present to your school's Learning Support Team for consultation and negotiation of future support plans. You are to access course materials including the course text. You will work collaboratively with your group to: • Prepare a presentation about your child for the Support Team meeting • prepare a two-page fact sheet and reference list to share with your peers • Upload fact sheet and reference list to Canvas prior to the commencement of the week 8 presentations and provide a copy to your tutor before your presentation. Preparing for your professional conversation: • analyse your student's learning needs • document and evaluate strategies you have previously trialled with your student • make recommendations for appropriate interventions, adjustments and support with teaching strategies and assessment (e.g. literacy, numeracy, behaviour), including the safe, responsible and ethical use of ICTs. • discuss communication strategies with key stakeholders (internal and external personnel) and community representatives. • propose strategies for differentiation of the curriculum • suggest guidelines for future staff who may work with your student, including recommendations for professional development. The presentation Your group will: present your student's case in either Week 6, 7 or 8 tutorial (to be negotiated with your tutor) to the Learning Support Team (your peers) for feedback and suggestions on future action plans. You will participate in a professional conversation and provide feedback to other groups on their presentations.

CRITERIA:	**No.**		**Learning Outcome assessed**
	1	Knowledge and understanding: inclusive and ethical practices to provide a safe environment that supports individual needs/disabilities and community needs (including documentation and research).	②
	2	Application of skills: interprets, integrates, adapts learning and assessment for individual needs in a given scenario.	③
	3	Collaborative skills: engages sensitively and confidentially with parents, support team and other internal and external representatives through effective strategies (listening, responding, questioning, engaging with feedback).	① ④
	4	Oral communication skills: presents key ideas in a synthesised manner using inclusive language and effective time management.	②

GENERIC SKILLS:	Communication, Collaboration, Organisation, Information literacy

All - Assessment Task 3: Reflective Learning Log and Multi-media Presentation

GOAL:	The goal of this task is to submit i) a reflective learning log (formative) and multi-media presentation with your personal voice over and subtitles (summative) to demonstrate your knowledge and critical reflection on your learning during this course.
PRODUCT:	Artefact - Creative, and Written Piece
FORMAT:	You are required to: i) Use the template provided to produce a learning log that draws on your prescribed text , course readings and relevant additional academic literature . You are to critically reflect on your learning relating to inclusive education legislation, policy and practices for all students, including those with diverse abilities/disabilities (400-500 words). (ii) use your learning log and other materials to support you in developing a multi-media presentation intended for a professional development afternoon for teachers (600-700 words). Your presentation must include key references from course readings and relevant academic literature. You are required to demonstrate: a. your knowledge of relevant legislation, policies and procedures for students with disability and additional learning needs that support participation in schools, the impact of these on student well-being and safety and what this means for teachers. b. your knowledge of a current model of inclusion that we have investigated in class with analysis and justification of the model of your choice. Provide a brief example case study or scenario to showcase your chosen model of inclusion. c. your ability to apply an evidence-based framework that we have explored in the learning materials that could be used to interpret, implement, integrate and adapt learning for individual needs and disabilities. d. your critical reflection on the inclusive practices and strategies that we have explored in this course, to support a wide range of individual learners. This must include your reflection on how your own attitudes, values and beliefs have evolved over time and influenced your future role as a teacher. e. your effective written communication and academic and digital literacy skills , including correct spelling, grammar, English expression, APA referencing conventions and technical accuracy.

CRITERIA:	**No.**		**Learning Outcome assessed**
	1	Knowledge of the relevant legislative, administrative and organisational policies and practices to support students and create safe environments that inclusively and ethically cater for the broad range of individual learner needs and disabilities.	②
	2	Identification and analysis of individual learner needs and disabilities in the classroom.	② ③
	3	Critical reflection on your beliefs, values and role as a teacher working with a wide range of individual learner needs; how this relates to ethical interactions with students, and your teaching design, planning and pedagogy.	①
	4	Written communication and academic and digital literacies including grammar, English expression, APA referencing conventions, and technical accuracy.	②
GENERIC SKILLS:	Communication, Applying technologies, Information literacy		

7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Student workload is calculated at 12.5 learning hours per one unit.

7.1. Schedule

PERIOD AND TOPIC	ACTIVITIES
n/a	n/a

8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Canvas site– Please log in as soon as possible.

8.1. Prescribed text(s) or course reader

Please note that you need to have regular access to the resource(s) listed below. Resources may be required or recommended.

REQUIRED?	AUTHOR	YEAR	TITLE	EDITION	PUBLISHER
Required	Hyde, M., Dole, L., & Tait, K.	2021	Diversity, Inclusion and Engagement	Fourth Edition	Oxford Press

8.2. Specific requirements

Students are required to access either an online or hard copy version of the current textbook and recommended resources. Electronic devices to access the internet during tutorials is an advantage.

9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the online induction training for students, and following the instructions of the University staff.

10. What administrative information is relevant to this course?

10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

10.2. Assessment: Additional Requirements

Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:
(a) The final mark is in the percentage range 47% to 49.4%; and
(b) The course is graded using the Standard Grading scale

Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

The final mark is in the percentage range 47% to 49.4%
The course is graded using the Standard Grading scale
You have not failed an assessment task in the course due to academic misconduct

10.3. Assessment: Submission penalties

Late submissions may be penalised up to and including the following maximum percentage of the assessment task's identified value, with weekdays and weekends included in the calculation of days late:
(a) One day: deduct 5%;
(b) Two days: deduct 10%;
(c) Three days: deduct 20%;
(d) Four days: deduct 40%;
(e) Five days: deduct 60%;
(f) Six days: deduct 80%;
(g) Seven days: A result of zero is awarded for the assessment task.

The following penalties will apply for a late submission for an online examination:
Less than 15 minutes: No penalty
From 15 minutes to 30 minutes: 20% penalty
More than 30 minutes: 100% penalty

10.4. SafeUniSC

UniSC is committed to a culture of respect and providing a safe and supportive environment for all members of our community. For immediate assistance on campus contact SafeUniSC by phone: 07 5430 1168 or using the SafeZone app. For general enquires contact the SafeUniSC team by phone 07 5456 3864 or email safe@usc.edu.au.

The SafeUniSC Specialist Service is a Student Wellbeing service that provides free and confidential support to students who may have experienced or observed behaviour that could cause fear, offence or trauma. To contact the service call 07 5430 1226 or email studentwellbeing@usc.edu.au.

10.5. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the Learning Advisers web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au.

10.6. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to Student Hub, email studentwellbeing@usc.edu.au or call 07 5430 1226.

10.7. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, AccessAbility Services can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to Student Hub, email AccessAbility@usc.edu.au or call 07 5430 2890.

10.8. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Central Examinations
- Deferred Examinations
- Student Conduct
- Students with a Disability

For more information, visit https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching

10.9. Student Charter

UniSC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The Student Charter sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

10.10. General Enquiries

In person:

- **UniSC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **UniSC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **UniSC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **UniSC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **UniSC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **UniSC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au