



**UNIVERSITY OF JOHANNESBURG**  
**FACULTY OF EDUCATION**  
**NOVEMBER EXAMINATION 2016**

**PROGRAMME:** Advanced Diploma in Remedial Education

**MODULE:** Learning Support

**CODE:** LSP00Y1

**TIME:** Exam equivalent

**MARKS:** 100

**EXAMINER:** Mrs Jean Fourie

**INTERNAL MODERATOR:** Dr Anthony Brown (UJ)

**EXTERNAL MODERATOR:** Prof M Themane (LU)

(This paper consists of 3 pages)

**CASE REPORT ON INDIVIDUAL EDUCATION SUPPORT PLAN FOR A LEARNER WITH SLD**

**ASSIGNMENT INSTRUCTIONS:**

Identify a learner who is experiencing barriers to scholastic learning with some aspect of language, reading, writing, spelling, maths. You should preferably use the same learner whom you have previously assessed with regards to scholastic abilities and written a report. Remember to respect the confidentiality of the learner and use a pseudonym when you refer to the learner in the assignment. Obtain written consent and include in the assignment. Fill in the Support Needs Analysis and Individual Education Support Plan forms as devised by the Department of Basic Education. Keep the information concise and accurate. Write a narrative paper describing and discussing the learner's case in detail. In your paper refer to the SNA, IESP and relevant literature to support your case discussion. Write a personal reflection on your process of designing and implementing this ISP. Include any feedback received from the teachers and parents regarding the ISP. If there has been time to implement some of the ISP recommendations, describe how the learner has benefitted and the school's responses?

**ENSURE THAT TWO COPIES OF THE EXAM ASSIGNMENT ARE SUBMITTED – RING BOUND AND AN ELECTRONIC VERSION OF THE EXAM ON BB OR A CD**  
 These must be submitted on the exam date and in the venue/time as determined on the exam timetable. Attach the assessment criteria grid to the front page of your assignment for marking.

## ASSESSMENT CRITERIA GRID for EXAM Assignment

Advanced Diploma in Remedial Education      Module: Learning Support      Module code: LSP00Y1

STUDENT NAME \_\_\_\_\_ Student Number \_\_\_\_\_ Cell Number: \_\_\_\_\_

**Plagiarism declaration:** write in your own words, do not copy verbatim from other sources.

- I declare that, to the best of my knowledge and belief, this is my own work, all sources have been properly acknowledged, and it contains no plagiarism. I understand what plagiarism entails. I am aware that I will forfeit all credit for the work should I be guilty of plagiarism and that the matter will be referred to the Faculty since plagiarism is considered a serious violation of the University regulations and may lead to a suspension of studies.
- I did not make use of another student's work and submit it as my own. I did not allow another student to copy my work with the intention of presenting it as their own.
- I further declare that I have not previously submitted this work or any version of it for assessment to the University of Johannesburg.

Student's Signature: \_\_\_\_\_ DATE: \_\_\_\_\_

Focus of assessment						
<b>Part A: Designing the ISP</b> Has the ISP been written up <b>comprehensively</b> with all relevant information given and considered? Is there depth in the justification of the proposed Learning Support in the statements supporting the ISP? Does the ISP reflect an <b>eco-systemic approach</b> where all levels and sub-systems are considered? Is the ISP <b>form</b> easily accessible and readable? Is it easy for a parent, or educator to read and follow the ISP? Is it clear what has been done, what still needs to be done and by whom? Will the next teacher in the following grade know what to do and how to continue the process of learning support with the learner? Does the ISP demonstrate <b>practicality</b> in the implementation within the particular social context of the school? Can the support be done with the limitations and resources in the family, school and community?						
<b>Part B: Case Description and Discussion</b> Has the case been written in academically appropriate, yet 'easy to read' language? Is the case description comprehensive and encompassing pertinent aspects of the case? Does the case have sufficient theoretical grounding and relevant literature? Does the case demonstrate that the student has read widely and in-depth or superficially on Specific Learning Disorders? Have a variety of relevant and recent sources been consulted: books, journals, web sites, and professional people? Does the discussion show integration of the various sources into a coherent, logically presented case study?						
<b>Part C: Collaborative and Reflective Process</b> Has a process of collaboration taken place where input from relevant people has been considered and their various roles in the learning support provisioning accounted for? Does the reflective report show that the student has learnt deeply from this process and acquired insight into both the topic studies and the practice of ISP implementation?						
<b>Appendix A:</b> SNA and Scholastic Assessment Report (Previously assessed in module on 'Scholastic Assessment')						
<b>Appendix B:</b> Samples of Learner's Work – included demonstrating relevant aspects of the ISP?						
<b>Appendix C:</b> Ethical Considerations – consent letters, confidentiality maintained, protects the rights of the learner, Learning support will promote healthy development and in no way hinder or harm anyone involved. Is a Pseudonym used?						
<b>Appendix D:</b> Supervision Evidence – include evidence to show that you have consulted with the tutor and received supervision.						
<b>Presentation:</b> <b>Technical aspects</b> – stapling, printing, margins, formatting. <b>Structure</b> – appropriate length, meaningful and relevant subheadings used. <b>Title Page:</b> Unique title that reflects the specific content <b>Table of Contents</b> – logically structured, sections numbered, page numbers included. <b>Introduction</b> – provides the roadmap of the argument, an overview of the whole assignment. <b>Conclusion</b> – briefly summarises and concludes the argument. <b>Academic writing</b> – appropriate language used, coherent style and logical flow of argument, formulation of sentences and paragraphs <b>Referencing</b> - Correct and consistent layout of sources consulted, both in the text & reference list. <b>Module Assessment form</b> – has this been filled in and submitted with this assignment?						
<b>Percentage</b>	<b>0 - 40</b>	<b>40 - 49</b>	<b>50 - 59</b>	<b>60 - 69</b>	<b>70 - 79</b>	<b>76 - 100</b>
<b>Descriptor</b>	<b>Inadequate</b>	<b>Partial</b>	<b>Minimal</b>	<b>Satisfactory</b>	<b>Meritorious</b>	<b>Outstanding</b>

MARK GIVEN: \_\_\_\_\_ %      Marker Signature \_\_\_\_\_

Comments:

### TUTOR CONSULTATIONS IN PREPARING ASSIGNMENT

This form confirms that student \_\_\_\_\_  
 consulted with the tutor in preparation and development of assignments in the  
 Module: *Learning Support, Code: LSP00Y1*

Date of consultation	Assignment	Guidance provided and follow-up recommended	Signature of tutor/lecturer	Signature of student

**TOTAL: 100**

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