Wrexham Glyndŵr UNIVERSITY

MODULE SPECIFICATION PROFORMA

Module Title:	Inclusive Practice	**Level**:	7	**Credit Value**:	30

Module code:	EDM708	**Is this a new module?**	Yes	**Code of module being replaced**:	N/A

Cost Centre(s):	GAPE	**JACS3 code**:	X370

With effect from:	September 17

School:	Social & Life Sciences	**Module Leader:**	Dr Paula Hamilton

Scheduled learning and teaching hours	30 hrs
Guided independent study	270 hrs
Placement	0 hrs
Module duration (total hours)	300 hrs

Programme(s) in which to be offered	Core	Option
MA Education (including Learning and Teaching route)	☐	✓

Pre-requisites
None

Module Aims
To promote critical awareness of issues relating to inclusion and diversity, enabling reflective practitioners to develop positive attitudes, policies and practices which will support the engagement and achievement of all individuals in education and/or community settings.

Intended Learning Outcomes
Key skills for employability KS1   Written, oral and media communication skills KS2   Leadership, team working and networking skills KS3   Opportunity, creativity and problem solving skills KS4   Information technology skills and digital literacy KS5   Information management skills KS6   Research skills KS7   Intercultural and sustainability skills KS8   Career management skills KS9   Learning to learn (managing personal and professional development, self-management) KS10   Numeracy

At the end of this module, students will be able to		Key Skills	
1	Critically analyse key theoretical concepts and perspectives in developing inclusive approaches and practices for a particular group of people at risk of discrimination, marginalisation or underachievement within an education or community setting.	KS1	
		KS5	KS7
2	Select a group of people at risk of discrimination, marginalisation or underachievement and undertake a literature search to critically outline key legislation, policies and initiatives aimed to support and address the needs of this group.	KS1	
		KS5	KS7
3	Critically examine and report the social and/or learning barriers faced by an individual or specific group of people within an education or community setting.	KS3	KS1
		KS6	
4	Plan, implement and evaluate an inclusive intervention strategy to tackle barriers to learning and/or social participation for an individual or group of people at risk of discrimination, marginalisation or underachievement.	KS3	KS2
		KS6	KS7

Transferable skills and other attributes

- Develop research, critical thinking, and scholarship in relation to individual role and responsibilities;
- Reflect on own and others' practice in order to enhance quality;
- Review empirical research in a field relevant to one's own discipline;
- Evidence good practice in writing to a suitably high academic level;
- Develop action research skills.

Derogations

None

Indicative assessment:

A portfolio based on the critical evaluation of an individual learner/group of learners at risk of discrimination, marginalisation or underachievement within an education or community setting.

The portfolio should focus on *one* group perceived to be 'at risk' and contain two sections:

Part 1: Literature review - concepts/perspectives related to developing inclusive/equitable policies and practices; key legislation, policies and initiatives aimed at supporting the group 'at risk.'

Part 2: Evaluation of practice - critically outline current barriers to learning/social spaces for the 'at risk' group; plan, implement and evaluate an inclusive strategy for the group 'at risk' (i.e. assessment of barriers, action/strategy plan, evaluation of the strategy after implementation).

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1,2,3,4	Portfolio	100%		6,000

Learning and Teaching Strategies:

Learning will be supported through active learning and interactive teaching approaches including blended learning, using on-line materials. The interactive teaching paradigm will be based on group and work-based learning and peer tutoring. Participants will be expected to engage actively in workshops/seminars as well as practical work-based tasks. Participants will be encouraged to reflect on their practice and to make connections between theory and practice throughout. The approach seeks to utilise a wide range of independent and work-based paradigms reflecting a learner-centred philosophy.

Syllabus outline:

- Historical development of inclusive education - the significance of key civil right movements, legislation, policies and research literature (including, United Nations Convention of the Rights of the Child; Human Rights, Equality Act 2010; National Inclusion Agenda; Poverty Strategy).

- Key concepts of inclusion, equality and diversity (e.g. theories of prejudice; stereotypes; binaries; intersectionality; ethnocentrism; dominant discourses; human rights; power relations)

- Key features of inclusive schools and community settings (policies, practices, cultures)

- Importance of 'self-evaluation' - reflecting on the impact that one's own gender, cultural, religious, linguistic and socio-economic positioning might have on individual learners

- Complexity/obstacles to inclusive education / practice (conflicting discourses/policy drivers; teacher stereotypes; homogenous perceptions) and strategies to challenge such barriers

- Development of personalised support, learning and assessment strategies.

- Identify groups most at risk of discrimination, marginalisation or exclusion (e.g. minority ethnic learners; asylum seekers/refugees; Gypsy/Travellers; EAL learners; people who have disabilities; young people in care; gender inequalities; more able and talented learners; young people in poverty; young lesbian, gay, bisexual and transgender community) and practices/policies to tackle discriminatory barriers.

Bibliography:

Essential reading:
Boyle, C. and Topping, K. (2012), *What Works in Inclusion?* Maidenhead: Open University Press.

Cole, M. (2012), *Education, Equality and Human Rights: Issues of Gender, Race, Sexuality, Disability and Social Class*. Third Edition. London: Routledge.

Knowles, G. and Lander, V. (2011), *Diversity, Equality and Achievement in Education*. London: SAGE Publications Ltd.

Richards, G. and Armstrong, F. (eds) (2016), *Teaching and Learning in Diverse and Inclusive Classrooms: Key Issues for New Teachers*. Second Edition. London: Routledge.

Other indicative reading

Other indicative reading:
Booth, T. and Ainscow, M. (2002), *Index for Inclusion: Developing Learning and Participation in Schools.* Second Edition. Bristol: CSIE.

Curtis, W., Ward, S., Sharp, J. and Hankin, L. (eds) (2014), *Education Studies: A Values Based Approach*. Third Edition. London: SAGE Publications Ltd.

Ekins, A. and Grimes, P. (2009), *Inclusion: Developing an Effective Whole School Approach*. Maidenhead: Open University Press.

Knowles, G. (eds) (2011), *Supporting Inclusive Practice*. Second Edition. Suffolk: David Fulton Publishers.

Loreman, T, Deppeler, J. and Harvey, D. (2010), *Inclusive Education. Supporting Diversity in the Classroom.* Abingdon: Routledge

Pearson, S. (2016), *Rethinking Children and Inclusive Education. Opportunities and Complexities.* London: Bloomsbury.

Smith, E. (2012), *Key Issues in Education and Social Justice.* London: SAGE Publications Ltd.

Thomas, G. and Vaughan, M. (eds) (2004), *Inclusive Education: Readings and Reflections.* Maidenhead: Open University Press.

Westwood, P. (2013), *Inclusive and Adaptive Teaching*. Abingdon: Routledge.

Journals:
Education 3-13
International Journal of Inclusive Education
Pastoral Care in Education
Websites:
Equality and Human Rights Commission
Government Equalities Office
Learning Wales