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Module Code:	ONLED11

Module Title:	Inclusive Practice

Level:	7	Credit Value:	15

Cost Centre(s):	GAEC	JACS3 **code**: HECoS code:	X200 / 100459

Faculty	Social and Life Sciences	Module Leader:	Jo Williams

Scheduled learning and teaching hours	15 hrs
Placement tutor support	0hrs
Supervised learning eg practical classes, workshops	0 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
Total contact hours	**15** hrs
Placement / work based learning	
Guided independent study	135 hrs
Module duration (total hours)	150 hrs

Programme(s) in which to be offered (not including exit awards)	Core	Option
MA Education	✓	☐
MA Education with Leadership	✓	☐
MA Education with Early Childhood	✓	☐

Pre-requisites
None

Office use only
Initial approval: 04/11/2019
With effect from: 02/03/2020
Date and details of revision:

Version no: 1

Version no:

Updated September 2019

Module Aims
To promote critical awareness of issues relating to inclusion and additional learning needs, 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.

Module Learning Outcomes - at the end of this module, students will be able to	
1	Demonstrate in-depth knowledge and critical understanding of the links between key theoretical concepts and perspectives of inclusive approaches and practices.
2	Critically examine and report the social and/or learning barriers faced by an individual or specific group of people within an education setting.
3	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.

Employability Skills The Wrexham Glyndŵr Graduate	I = included in module content A = included in module assessment N/A = not applicable
Guidance: complete the matrix to indicate which of the following are included in the module content and/or assessment in alignment with the matrix provided in the programme specification.	
CORE ATTRIBUTES	
Engaged	I, A
Creative	I
Enterprising	I
Ethical	I, A
KEY ATTITUDES	
Commitment	I
Curiosity	I
Resilient	I, A
Confidence	I
Adaptability	I
PRACTICAL SKILLSETS	
Digital fluency	I
Organisation	I
Leadership and team working	I
Critical thinking	I, A
Emotional intelligence	I, A
Communication	I, A

Derogations
N/A

Assessment:

Indicative Assessment Tasks:

1. Online multiple-choice test to assess knowledge of the links between and understanding of key theoretical concepts and perspectives in developing inclusive approaches and practices (600 words)

2. Critically analyse a range of relevant literature that explores social and/or learning barriers faced by an individual or specific group of people within an education setting (900 words)

3. Plan, implement and evaluate an intervention strategy within an education setting that critically analyses identified barriers and encourages social participation.(1,500 words)

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1	Multiple Choice Questions	20%
2	2	Literature Review	30%
3	3	Reflective Practice	50%

Learning and Teaching Strategies:

The overall learning and teaching strategy is one of guided independent study, in the form of distance learning requiring ongoing student engagement. On-line learning materials will be provided as weekly sessions whereby the student is required to log-in and engage on a regular basis throughout the module. There will be a mix of video recordings, with supporting notes/slides, containing embedded digital content and self-checks for students to complete as they work through the module and undertake their assessed tasks. The use of a range digital tools via the virtual learning environment together with additional sources of reading will also be utilised to accommodate accessibility.

The basis for working with online materials will be through self-directed study and regular online communication with tutors/peers. Students are encouraged to interact with each other and tutors through a range of communication tools.

Syllabus outline:

The syllabus outline has been presented as a broad set of questions for the lecturer and students to answer together using the most up-to-date materials available. This recognises that knowledge, theory, concepts and practice will change over the life span of this course and the content used to answer the questions below should be revised each year as appropriate.

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

- 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

- Key characteristics of a range of impairments including physical, sensory, learning and communication, behavioural and medical conditions)

- Key legislation, policy and guidance

- The role of the practitioner in the setting and working in partnership to support learners with ALN

- Personal values, beliefs and assumptions and the impact on practice

Indicative Bibliography:

Essential reading

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

Brown, Z. (2016), *Inclusive Education: Perspectives on Pedagogy, Policy and Practice.* Abingdon: Routledge.

Rix, J., Walsh, C., Parry, J. and Kumrai, R. (2010), *Equality, Participation and Inclusion.* Second Edition: London Routledge.

Other indicative reading

De Beco, G., Quinlivan, S. and Lord, J. E. (2019), *The Right to Inclusive Education in International Human Rights Law.* Cambridge: Cambridge University Press.

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

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

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

Journals:
Education 3-13
International Journal of Inclusive Education
Pastoral Care in Education