Prifysgol **Wrecsam**
Wrexham University

Module specification

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Module Code	ONLED11
Module Title	Inclusive Practice
Level	7
Credit value	15
Faculty	FSLS
HECoS Code	100459
Cost Code	GAEC

Programmes in which module to be offered

Programme title	Is the module core or option for this programme
MA Education Online	Core
MA Education with Leadership Online	Core
MA Education with Early Childhood Online	Core

Pre-requisites

None

Breakdown of module hours

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

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Initial approval date	04/11/2019
With effect from date	02/03/2020
Date and details of revision	31/10/23 – updated assessment strategy and learning outcomes with implementation from Jan 2024.
Version number	2

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	Critically examine and report the social and/or learning barriers faced by an individual or specific group of people within practice.
2	Demonstrate in-depth knowledge and critical understanding of the links between key theoretical concepts and perspectives of inclusive approaches and practices.
3	Critically evaluate an inclusive intervention strategy that tackles barriers to learning and/ or social participation for an individual or group of people at risk of discrimination, marginalisation or underachievement.

Assessment

Indicative Assessment Tasks:

This section outlines the type of assessment task the student will be expected to complete as part of the module. More details will be made available in the relevant academic year module handbook.

Assessment 1: Literature Review
Critically analyse a range of relevant literature that explores social and/or learning barriers faced by an individual or specific group of people within practice (1000 words) [LO1 and LO2] [40%]

Assessment 2: Essay
Critically evaluate an intervention strategy that tackles barriers to learning and/ or social participation for an individual or group of people at risk of discrimination, marginalisation or underachievement (2000 words) [LO3] [60%]

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1 and 2	Written Assignment	40
2	3	Written Assignment	60

Derogations

None

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.

Indicative 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) Updated September 2019
- 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 additional learning needs
- Personal values, beliefs and assumptions and the impact on practice

Indicative Bibliography:

Please note the essential reads and other indicative reading are subject to annual review and update.

Essential Reads

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

Plows, V. and Whitburn, B. (2019), *Inclusive Education: Making Sense of Everyday Practice*. Rotterdam: Sense Publishers.

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.

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

Employability – the University Skills Framework

Each module and programme is designed to cover core Graduate attributes with the aim that each Graduate will leave the University having achieved key employability skills as part of their study. The following attributes will be covered within this module either through the content or as part of the assessment. The programme is designed to cover all attributes and each module may cover different areas.

Core Attributes
Engaged
Enterprising
Creative
Ethical

Key Attitudes
Commitment
Curiosity
Resilience
Confidence
Adaptability

Practical Skillsets
Digital Fluency
Organisation
Leadership and Team working

Critical Thinking
Emotional Intelligence
Communication