Liverpool John Moores University

Title: SOCIAL AND POLITICAL CONTEXT OF INCLUSION
Status: Definitive
Code: **4013EDSTUD**   (104026)
Version Start Date: 01-08-2016

Owning School/Faculty: Education
Teaching School/Faculty: Education

Team	Leader
Lynne Kendall	Y

Academic Level:	FHEQ4	**Credit Value:**	12	**Total Delivered Hours:**	24
Total Learning Hours:	120	**Private Study:**	96		

Delivery Options
Course typically offered: Semester 1

Component	Contact Hours
Lecture	14
Workshop	10

Grading Basis: 40 %

Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Essay	AS1	3000 word written assignment	100	

Aims

To examine the socio-cultural, historical and political contexts that frame the inclusion agnda. To examine the legislative and policy framework that impact upon included and excluded individuals in a variety of educational and community settings.

Learning Outcomes

After completing the module the student should be able to:

1	Demonstrate knowledge of the historical development of legislation, educational and social policy, that informs provision for those with special needs.
2	Identify key issues relating to SEN and the concept of inclusion.
3	Identify and discuss the barriers to learning that exist for individuals in different learning environments.
4	Articulate an informed view of the rights and responsibilities relating to special educational needs and inclusion.
5	Reflect on personal and professional values, attitudes and beliefs towards pupils and young people with diverse needs.
6	Reflect on the implications of inclusive learning for pupils/students, practitioners, carers, institutions and communities.

Learning Outcomes of Assessments

The assessment item list is assessed via the learning outcomes listed:

Assignment   1   2   3   4   5   6

Outline Syllabus

Concepts of Inclusion and Exclusion
Medical and Social models
Legislation, DDA and SENDA
Educational and Social policy, Every Child Matters
Similarity and Difference: gender, class, disability, sexuality, 'race'

Learning Activities

Lectures and Blackboard activities.

Notes

This module is seen as key in terms of raising the issues relating to inclusion and special educational needs. It sets the context for all other special and inclusive modules. It not only introduces students to contentious debates, but promotes a climate of critical discussion, debate and reflection through group tasks, follow up tasks and guided reading. The module sessions allow time for participants to investigate practices, policies and interests within a range of educational contexts.