

## Liverpool John Moores University

Title: INCLUSIVE PRACTICE  
Status: Definitive  
Code: **5501FSWMC** (116090)  
Version Start Date: 01-08-2014

Owning School/Faculty: Nursing and Allied Health  
Teaching School/Faculty: Wirral Metropolitan College

Team	Leader
Maire Wilson	Y

**Academic Level:** FHEQ5  
**Credit Value:** 24.00  
**Total Delivered Hours:** 30.00  
**Total Learning Hours:** 240  
**Private Study:** 210

### Delivery Options

Course typically offered: Semester 1

Component	Contact Hours
Lecture	24.000
Seminar	2.000
Tutorial	3.000
Workshop	1.000

**Grading Basis:** 40 %

### Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Report	AS1	Report - personal reflection on inclusive practice (2000 words) 40%	40.0	
Essay	AS2	Essay - a critical discussion of any one local or national policy to increase inclusion. (3000 words) 60%	60.0	

### Aims

*To allow the student to examine the concept of inclusiveness in relation to their own*

*professional practice and the organisational context within which they work.*

## Learning Outcomes

After completing the module the student should be able to:

- 1 Evaluate the concept of inclusiveness and the use of legislation and professional codes in its promotion.
- 2 Analyse and evaluate their own professional practice to recognise possible barriers to and opportunities for practice that promotes inclusion.
- 3 Analyse organisational structures and policies within their own workplace and their effects on inclusion.

## Learning Outcomes of Assessments

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

Report - personal reflection	2	
Essay - critical discussion	1	3

## Outline Syllabus

*Contemporary social policy for inclusiveness, and its historical context. Current legislation such as SENDA and the Code of Practice. Equal opportunities, anti-oppressive practice, stereotypes and discrimination. Special needs. The debate surrounding integration and inclusiveness. Changes in terminology and the evolution of language in relation to inclusive practice. Supporting children and young people with English as an additional language. Resourcing inclusive practice.*

## Learning Activities

Students will participate in lectures, workshops, critical discussions & reflections, small group tutorials and work based activities. A SENCO or other guest speaker is invited to a discussion session and an initial inclusiveness audit is carried out in the setting to be used as a reflective tool. Students prepare for, and participate in, a debate on integration/inclusion.

## References

<b>Course Material</b>	Book
<b>Author</b>	Barry, M.
<b>Publishing Year</b>	2005
<b>Title</b>	Youth Policy and Social Inclusion
<b>Subtitle</b>	Critical Debates with Young People.
<b>Edition</b>	
<b>Publisher</b>	Routledge

<b>ISBN</b>	
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<b>Course Material</b>	Book
<b>Author</b>	Jones, P.
<b>Publishing Year</b>	2005
<b>Title</b>	Inclusion in the Early Years
<b>Subtitle</b>	Stories of Good Practice.
<b>Edition</b>	
<b>Publisher</b>	David Fulton
<b>ISBN</b>	

<b>Course Material</b>	Book
<b>Author</b>	Knowles, G. (ed.)
<b>Publishing Year</b>	2006
<b>Title</b>	Supporting Inclusive Practice.
<b>Subtitle</b>	
<b>Edition</b>	
<b>Publisher</b>	David Fulton
<b>ISBN</b>	

<b>Course Material</b>	Book
<b>Author</b>	Robinson, K. and Jones-Diaz.
<b>Publishing Year</b>	2006
<b>Title</b>	Diversity and Difference in Early Childhood Education
<b>Subtitle</b>	Issues for Theory and Practice.
<b>Edition</b>	
<b>Publisher</b>	O.U.Press
<b>ISBN</b>	

<b>Course Material</b>	Book
<b>Author</b>	Walton, A. and Goddard, G.
<b>Publishing Year</b>	2009
<b>Title</b>	Supporting Every Child.
<b>Subtitle</b>	
<b>Edition</b>	
<b>Publisher</b>	Learning Matters
<b>ISBN</b>	

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## Notes

The module allows students to reflect critically and sensitively on workplace practice and ethos as well as their own personal attitudes and professional practice surrounding inclusion. The module is designed to recognise the evolving nature of the concept of inclusion and how it relates to inclusive practice. Current practitioners (e.g. SENCOs) are used to support the delivery of this module, thus ensuring currency.

