

## Liverpool John Moores University

Title: Inclusion  
Status: Definitive  
Code: **5502EYSTH** (123478)  
Version Start Date: 01-08-2021

Owning School/Faculty: Education  
Teaching School/Faculty: St Helens College

| Team      | Leader |
|-----------|--------|
| Mia Smith |        |

**Academic Level:** FHEQ5  
**Credit Value:** 20  
**Total Delivered Hours:** 40  
**Total Learning Hours:** 200  
**Private Study:** 160

### Delivery Options

Course typically offered: Semester 1

| Component | Contact Hours |
|-----------|---------------|
| Lecture   | 10            |
| Seminar   | 20            |
| Workshop  | 10            |

**Grading Basis:** 40 %

### Assessment Details

| Category | Short Description | Description         | Weighting (%) | Exam Duration |
|----------|-------------------|---------------------|---------------|---------------|
| Report   | AS1               | Report (2500 words) | 50            |               |
| Essay    | AS2               | Essay (2500 words)  | 50            |               |

### Aims

*To allow the student to analytically discuss 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
- 2 Analyse current legislation and professional codes in the promotion of inclusion
- 3 Reflect on and evaluate professional practice to recognise possible barriers to and opportunities for practice that promotes inclusion.

### **Learning Outcomes of Assessments**

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

|        |   |   |   |
|--------|---|---|---|
| Report | 1 | 2 | 3 |
| Essay  | 1 | 2 | 3 |

### **Outline Syllabus**

*Social policy for inclusiveness, and its historical context alongside current legislation will underpin this module. Students debate the issue of integration and inclusiveness. Changes in terminology and the evolution of language in relation to inclusive practice is also discussed. Supporting children and young people's individual needs including children with English as an additional language or those with additional health or educational needs.*

### **Learning Activities**

Students will participate in lectures, workshops, critical discussions & reflections, small group tutorials and work based activities. Students will carry out an initial inclusiveness audit in the setting to be used as a reflective tool.

### **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 are used to support the delivery of this module.