

Liverpool John Moores University

Title: CURRICULUM DESIGN FOR INCLUSIVE PRACTICE
Status: Definitive
Code: **5512RTLLS** (119401)
Version Start Date: 01-08-2016

Owning School/Faculty: Education
Teaching School/Faculty: Riverside College

Team	Leader
Beverly Pau	Y

Academic Level: FHEQ5 **Credit Value:** 15 **Total Delivered Hours:** 60

Total Learning Hours: 150 **Private Study:** 90

Delivery Options

Course typically offered: Semester 1

Component	Contact Hours
Lecture	45
Tutorial	15

Grading Basis: Pass/Not Pass

Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Essay	AS1	Written assignment in which the student identifies a range of curriculum models, and links them to the students own teaching context. They will analyse the relevance of the models with particular reference to the planning and implementation of effective inclusive practice.	100	

Aims

To provide students with a critical overview of the concepts and theories of

curriculum

Learning Outcomes

After completing the module the student should be able to:

- 1 Evaluate a range of contexts in which educational training is offered in the LLS
- 2 Evaluate the impact of different curriculum models on individuals and groups
- 3 Critically evaluate how curriculum models impact on equality and diversity
- 4 Critically evaluate theories, principles and models of the inclusive curriculum and apply these to own professional practice
- 5 Produce and justify improvements to own pedagogy to effectively extend inclusive practice.

Learning Outcomes of Assessments

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

Written Assignment	1	2	3	4	5
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Outline Syllabus

Students will be introduced to the concepts of inclusiveness and curriculum theory and design. This will form the basis for an analysis of curriculum models and the concepts and theories of equality and inclusive education.

Students will analyse the impact of different curriculum models and their effects on the delivery in the sector as well as training implications for promoting equality and inclusiveness.

Students will evaluate their own practice with individuals and groups within their own specialist area and identify realistic ways to develop and promote equality and inclusiveness.

Learning Activities

Initial lectures, tutorials, negotiation, focused work based learning

Notes

This module provides a framework for the learners to reflect and investigate an aspect of curriculum design and inclusivity within their own areas of teaching and learning. Learners will be supported and equipped with the requisite knowledge and skills to complete a study of the issue selected while linking this to their personal and professional needs.