

## Liverpool John Moores University

Title: Inclusion  
Status: Definitive  
Code: **6003ITTUG** (122451)  
Version Start Date: 01-08-2016

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

Team	Leader
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**Academic Level:** FHEQ6      **Credit Value:** 20      **Total Delivered Hours:** 30

**Total Learning Hours:** 200      **Private Study:** 180

### Delivery Options

Course typically offered: Standard Year Long

Component	Contact Hours
Lecture	20
Online	8
Placement/Practice	10
Tutorial	2

**Grading Basis:** 50 %

### Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Reflection	Reflection		100	

### Aims

*This module will enable students to appreciate the relationship between theory and practice within the inclusive classroom, taking into consideration the educational needs of learners. It will enable participants to recognise and respond confidently to the diversity of learners.*

## Learning Outcomes

After completing the module the student should be able to:

- 1 Critically reflect on areas for professional development relating to inclusion.
- 2 Critically analyse evidence and theory to inform classroom practice.
- 3 Critically evaluate inclusive learning, teaching and assessment methods.

## Learning Outcomes of Assessments

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

Critically reflect on practice	1	2	3
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## Outline Syllabus

*Approaches to Pedagogy*

*Personalised Learning*

*Barriers to Learning (the range of children's needs)*

*Working with other Professionals and their role in supporting inclusive practice*

*Key theoretical perspectives on inclusive teaching and learning*

*Current issues in learning, teaching and assessment*

*Gifted and Talented children*

*Classroom and behaviour management strategies*

*Assessment and Assessment for Learning*

*Planning for Learning to include all children*

*Race and ethnic diversity*

*English as an Additional Language*

## Learning Activities

Lectures, seminars, workshops, online learning and practical activities may cover the key knowledge and concepts in inclusion.

Group and individual tutorial may enable students to negotiate small-scale classroom based activities.

Structured lesson observations

Different modes of collaborative teaching, enabling participant to focus on particular aspects of the teaching process according to participant development points and needs

Direct sustained experience of independent planning, teaching, assessment and evaluation

## **Notes**

This module aims to equip participants with an understanding of the range of children's educational needs, the skills on how these needs may be met through personalisation of learning and knowledge of how other professionals can support meeting individual needs to ensure that all children are able to maximise their individual potential.