

## Liverpool John Moores University

Title: Inclusion  
Status: Definitive  
Code: **7203EP** (121068)  
Version Start Date: 01-08-2018

Owning School/Faculty: Education, Health and Community  
Teaching School/Faculty: Education, Health and Community

Team	Leader
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**Academic Level:** FHEQ7      **Credit Value:** 20      **Total Delivered Hours:** 32

**Total Learning Hours:** 200      **Private Study:** 168

### Delivery Options

Course typically offered: Standard Year Long

Component	Contact Hours
Lecture	6
Online	10
Seminar	6
Tutorial	2
Workshop	8

**Grading Basis:** 40 %

### Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Presentation	AS1		100	

### Aims

*This module will enable students to appreciate the interplay between theory and practice in relation to different educational needs informing practice within the classroom. It will enable participants to recognise and respond to the diversity of*

learners.

## Learning Outcomes

After completing the module the student should be able to:

- 1 Critically analyse professional practice to demonstrate the link between a theoretical construct and practical empiricism
- 2 Identify and critically reflect on areas for professional or school development relating to the identification and delivery of support for a student with specific inclusion requirements
- 3 Demonstrate systematic knowledge and understanding of personalised learning to support individual children
- 4 Engage in critical evaluation and reflection upon teaching and learning in relation to children with specific learning needs

## Learning Outcomes of Assessments

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

4000 words equivalent      1      2      3      4

## Outline Syllabus

*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 relating to inclusion*

*Consideration of a range of Special Educational Needs which might include Dyslexia, ASD, ADHD, and secondary impairment according to the needs of participants*

*Planning for learning to include all children*

*Race and ethnic diversity*

*English as an additional language*

*Case study research methodologies*

## 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 in students professional setting

Different modes of collaborative teaching, enabling students to focus on particular aspects of the teaching process according to the student's development point and needs

Direct sustained experience of independent planning, teaching, assessment

and evaluation

Structured school-based tasks, which introduce student to a wide range of reading, research and other literature

Independent study linked to recent and relevant literature/reading

## **Notes**

The module is designed to support newly or recently qualified teachers in their early professional development.

It aims to equip students 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 professional can support meeting individual needs to ensure that all children are able to maximise their individual potential.