

## Liverpool John Moores University

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Title: INCLUSION  
Status: Definitive  
Code: **7203PGP** (119894)  
Version Start Date: 01-08-2017  
  
Owning School/Faculty: Education  
Teaching School/Faculty: Education

| Team             | Leader |
|------------------|--------|
| Diane Lloyd      | Y      |
| Elizabeth Malone |        |

**Academic Level:** FHEQ7      **Credit Value:** 20      **Total Delivered Hours:** 42  
**Total Learning Hours:** 200      **Private Study:** 158

### Delivery Options

Course typically offered: Standard Year Long

| Component | Contact Hours |
|-----------|---------------|
| Lecture   | 10            |
| Off Site  | 20            |
| Online    | 10            |
| Tutorial  | 2             |

**Grading Basis:** 40 %

### Assessment Details

| Category     | Short Description | Description             | Weighting (%) | Exam Duration |
|--------------|-------------------|-------------------------|---------------|---------------|
| Presentation | AS1               | (4000 words equivalent) | 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 students with specific inclusion requirements
- 3 Demonstrate systematic knowledge and understanding of personalised learning to support individual children's needs
- 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:

|                                |   |   |   |   |
|--------------------------------|---|---|---|---|
| Presentation and written notes | 1 | 2 | 3 | 4 |
|--------------------------------|---|---|---|---|

## 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 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**

This module 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.