

Liverpool John Moores University

Title: Inclusion
Status: Definitive but changes made
Code: **7203PGS** (119907)
Version Start Date: 01-08-2016

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

Team	Leader
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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	20
Off Site	10
Online	10
Tutorial	2

Grading Basis: 40 %

Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Presentation	AS1	(4000 word 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
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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 point and needs

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

Structured school-based tasks, which introduce participant 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 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 professional can support meeting individual needs to ensure that all children are able to maximise their individual potential.