Faculty/School/ College	All institutions: Aberystwyth University Bangor University Cardiff Metropolitan University Swansea University University of Wales Trinity Saint David University of South Wales Wrexham Glyndwr University		
Module Title	Inclusive Classroom Practice	**Module Code**	EDW710
Level	FHEQ 7 (Level M)	**Credits**	20
Type of Module	Optional	**Method of Delivery**	Blended
Formal Contact Hours	22	**Total Notional Hours**	200
Placement Learning Hours	0	**Independent Learning Hours**	*178*
Delivery Location	All institutions	**Evaluation Method (for Governance)**	*PTES Institutional Programme Monitoring*
Cost Centre	All institutions	**HECOS code**	

Module Outline

This module will allow students to engage in the key debates around Additional Learning Needs (ALN) and inclusion in the classroom. The module will combine theories of ALN with research on best practice. Students will use up-to-date theory and debate to think critically about ALN in Wales and how it applies practically in the classrooms from school through to further education (FE). Therefore, students will gain a well-rounded understanding of both theory and practice in ALN. The students will develop the ability to think critically about the current discourse and apply their knowledge to classroom practice. Furthermore, students will be encouraged to collaborate and share best practice in the field of ALN and inclusion.

This module will allow students to engage in the key debates around Additional Learning Needs (ALN) and inclusion in the classroom. The module will combine theories of inclusion with research on best practice. This module is optional for all students but becomes core once selected.

Is there a placement component to the module? Please provide details.	No
Will the module be delivered in collaboration with another organisation? Please provide details.	All institutions
What percentage of the module will be taught in Welsh? Please outline examples, e.g. mentorship or personal tutoring, etc)?	100%

Module Aims

This module aims to:

1. Equip students with a strong understanding of inclusive practice in the classroom.
2. Evaluate the underlying key theories around inclusive classroom practice and analyse the relationship between theory, policy and practice;
3. Determine the challenges of supporting learners with ALNs within education.

Module Intended Learning Outcomes

By the end of the module the student should be able to:

1. Critically engage with debates around inclusion in education, including those pertaining to more able learners
2. Analyse the strengths and weaknesses of ALN policy in their context.
3. Analyse key challenges that create barriers to supporting the needs of learners with ALN and how they should be addressed in the classroom.
4. Critically and creatively challenge current practice based on their knowledge and understanding of factors affecting ALN.
5. Explore effective collaboration others in order to best support students in the classroom.

Relevant Programme Outcomes

K1. An in-depth, systematic and advanced knowledge of the complexity and multi-faceted nature of education, both in their own context and beyond.

K2. A critical evaluation of current policy, theoretical and practice-based perspectives at a local, national and international level.

K3. A critical reflection and interpretation, synthesis and application of knowledge and research in their own professional contexts.

K4. A comprehensive, critical evaluation and synthesis of relevant literature.

K7. A systematic acquisition of a significant body of knowledge in their area of professional practice.

S1. Apply engagement with theory and evidence to develop new personal and professional perspectives of own professional practice.

S2. Arrive at evidence-informed conclusions relating to complex issues in education in general, and in their area of professional practice in particular.

S3. Evaluate own learning needs in order to set and review own professional learning objectives.

S8. Develop clear and appropriate writing styles in Welsh or English, which are accessible to a range of audiences.

Transferable/Employability/Graduate Skills
I = included in module content; A = included in module assessment; N/A

Master's degrees are awarded to students who have demonstrated:

1.   A systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice.

Students will be assessed for their knowledge and critical awareness relating to the module topic. All students will be expected to relate this to their own practice.

2.   A comprehensive understanding of techniques applicable to their own research or advanced scholarship, and;
3.   Originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline.

Students will be introduced to, and expected to engage critically with, the core literature, evidence and techniques for enquiry in relation to the module topic. This is in order to demonstrate the appropriate application of research and scholarship in their own practice and their critical evaluation of the same, in order to arrive at an ever-deeper understanding of the topic as it applies to professionals.

4.   Conceptual understanding that enables the student:
        - to evaluate critically current research and advanced scholarship in the discipline
        - to evaluate methodologies and develop critiques of them and, where appropriate, to propose new. hypotheses.

Students will be supported to build skills in relation to critical analysis and develop a critical appreciation of the evidence they have engaged with in order to conceptualise and apply the knowledge in this topic to their own practice, and to develop their own theories of action in relation to the topic.

Typically, holders of the qualification will be able to:

1.   Deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences.

Students will be encouraged to understand that there are no 'right answers' in their discipline and that effective professional practice involves making judicious decisions on their own account, using evidence to guide their choices and using reflection to evaluate them. In the course of their practice, students will be encouraged to ensure that their use of their growing knowledge base enables them not only to develop as professionals, but also to work with peers, learners, parents and carers, ensuring that they can communicate effectively with a range of audiences.

2.   Demonstrate self-direction and originality in tackling and solving problems and act autonomously in planning and implementing tasks at a professional or equivalent level.

Assessments are all designed to require students to show how they are able to problematise their practice, and how they can use evidence, action planning and reflection to solve problems both autonomously and in collaboration with peers.

3.   Continue to advance their knowledge and understanding, and to develop new skills to a high level.
All module content is intended to challenge students to reconsider what they think they know, to adopt critical mindsets and to be ready to adapt what they do, in light of the new knowledge and understanding they encounter during the module.

4.   And holders will have the qualities and transferable skills necessary for employment requiring:
        - the exercise of initiative and personal responsibility
        - decision-making in complex and unpredictable situations
        - the independent learning ability required

Throughout the module, students will be encouraged to:

a. **Form conclusions about their own practice such that they become more confident in making decisions both with, and in the absence of all of the information they need.**
b. **Be reflective such that they can take responsibility for the decisions they make.**
c. **Understand where they can turn to in order to further inform their decision-making.**

Syllabus – Indicative Content -

- Definitions of key terms including inclusion and additional learning needs (with a focus on Wales);
- A broad overview of ALN in Wales
- Effective inclusive pedagogy;
- Person centred planning and the role of the IDP
- Classification and assessment of ALN
- The impact of ALN diagnosis
- Addressing key theoretical perspectives e.g. social and medical models of disability;
- Good practice in meeting the needs of learners with a range of difficulties.

Learning and Teaching Delivery Strategies/Methods
(SCHEDULED: lecture, seminar, tutorial, project supervision, demonstration, practical classes, workshops, supervised time in studio/workshop, fieldwork, external visits. NON-CONTACT: guided independent study; PLACEMENT: work-based learning; placement; year abroad)

Method	Rationale	Type of Contact (scheduled/ guided independent study/placement)	Total hours
Interactive taught sessions	There will be a series of interactive taught sessions, including group work and problem-based learning.	Scheduled	16
Seminars	Seminars will encourage students to build confidence and deepen their understanding of the concepts being taught in smaller groups. Approaches to seminar delivery will include 'flipped learning approaches' whereby students interrogate key issues before further exploration with their peers, supported by course tutors, as well as Problem-Based Learning and challenge-based learning approaches.	Scheduled	6
Independent reading and research	Students need to become autonomous learners capable of taking forward independent learning for assignment preparation and beyond.	Guided independent study	178

Essential Reading

Frederickson, N. and Cline, T. (2015) 3rd edn. *Special Educational Needs, Inclusion and Diversity*. Maidenhead: McGraw-Hill Education.

Hodkinson, A. (2016) *Key issues in special educational needs and inclusion*. Los Angeles: Sage.

Recommended Further Reading (Max 5)

A zorín, C., & Ainscow, M. (2020). Guiding schools on their journey towards inclusion. *International Journal of Inclusive Education, 24*(1), 58-76.

Armstrong, T. (2017). Neurodiversity: The Future of Special Education?. *Educational Leadership*, *74*(7), 10-16.

Honeybourne, V. (2018) *The Neurodiverse Classroom: A Teacher's Guide to Individual Learning. Needs and How to Meet Them.* Jessica Kingsley Publishers: London

Qvortrup, A., & Qvortrup, L. (2018). Inclusion: Dimensions of inclusion in education. *International Journal of Inclusive Education*, *22*(7), 803-817.

Welsh Government (2018) *Draft Additional Learning Needs Code of Practice*. Cardiff: Welsh Government.

Please provide details of inclusive learning and teaching approaches/access to specialist requirements.

All teaching materials will be available on the VLE.

All handouts, presentations and online course materials will use high-contrast text/ background colours and legible fonts.

The module will explore different perspectives within and outside the UK and develop the students' critical thinking and awareness of different perspectives on issues relating to diversity in ethnicity, culture and nationality.

Assessment & Feedback

Method of Moderation to be used	
	Moderation by sampling of the cohort.

	Assessment Methods				
Assessment Code and Method	**Learning Outcomes to be met**	**Duration/Length of Assessment Method**	**Weighting of Assessment (%)**	**Threshold**	**Approximate Date of Submission**
OTHR1 Creation of a 'toolbox' to support inclusive classroom practice and a reflection of its effectiveness in the classroom	All	4000 words	100	50	Approximately 6th January.

Rationale for Assessment

Assessments are designed to ensure parity of provision and experience for all students. All students will benefit from formative feedback throughout the module which will be bespoke to their needs and will complete the same summative assessment per module. Students will be asked to put together a number of resources that may be used to support inclusive teaching in their classrooms. In the assignment they will be asked to justify their choice of resources and reflect on the impact they have had on their teaching.

Rules for Multiple Assessments *(*Please **delete** as appropriate.)*

There are no multiple assessments for this module.

In what ways will students receive feedback on assessed work, including formal examinations?	
Turnitin	Feedback against the assessment rubric and a word bank. Use of feedback box on Turnitin (with an option for three minutes of verbal feedback as appropriate). Marks to be returned via Turnitin.

Please provide details of inclusive assessment provision/access to specialist requirements. This should include details of alternative assessment which may be undertaken by students with specific requirements.

Students will be able to submit assignments in a format that is adapted to their individual needs where an Individual Support Plan (or other local equivalent) is in place, or where appropriate reasonable adjustments have been negotiated. This may include additional time for completion of assignments, support with reading and/or academic writing and access to assessment rubrics in various formats (electronic, large print, specific fonts). All students are also able to submit applications for extenuating/mitigating circumstances as required throughout completion of the module.

Please provide details of how students would redeem a failure in the module.

All students have two opportunities to retrieve a failure in a module (second and third attempts are capped at 50%). No further retrieval opportunities will be offered.

Other Information		
Are there any pre- or co-requisites for this module?	No	
Programme(s) in which to be offered (not including exit awards)	**Core**	**Option**
MA (Education)	✓	✓
	☐	☐
	☐	☐
For what teaching & learning activities do you intend to use e-learning? *Please add specific requirement as appropriate.*	All	
For what assessment activities do you intend to use e-learning? E.g. *MCQs*		
Maximum number of students that can enrol on the module?	100 per institution	
How often will the module run during each session?	Once.	
When? *(Please note that modules on non-professional programmes must be taught wholly in either semester 1 or semester 2.)*	**September - January**	

Does the module replace an existing module?	No
If so which one?	N/A
Date of approval by College Committee	

Signature of Chair of College Learning and Teaching Committee	
Modifications	