Prifysgol Wrecsam
Wrexham University

Module specification

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Module Code	ONLED11
Module Title	Inclusive Practice
Level	7
Credit value	15
Faculty	FSLS
HECoS Code	100459
Cost Code	GAEC
Pre-requisite module	None

Programmes in which module to be offered

Programme title	Core/Optional/Standalone
MA Education	Core
MA Education with Leadership	Core
MA Education with Early Childhood	Core

Breakdown of module hours

Learning and teaching hours	15 hrs
Placement tutor support hours	0 hrs
Supervised learning hours e.g. practical classes, workshops	0 hrs
Project supervision hours	0 hrs
Active learning and teaching hours total	**15** hrs
Placement hours	0 hrs
Guided independent study hours	135 hrs
Module duration (Total hours)	150 hrs

Module aims

To promote critical awareness of issues relating to inclusion and additional learning needs, enabling reflective practitioners to develop positive attitudes, policies and practices which will support the engagement and achievement of all individuals in education and/or community settings.

Module Learning Outcomes

At the end of this module, students will be able to:

1	Critically examine and report the social and/or learning barriers faced by an individual or specific group of people within practice.
2	Demonstrate in-depth knowledge and critical understanding of the links between key theoretical concepts and perspectives of inclusive approaches and practices.
3	Critically evaluate an inclusive intervention strategy that tackles barriers to learning and/ or social participation for an individual or group of people at risk of discrimination, marginalisation or underachievement.

Assessment

Indicative Assessment Tasks:
This section outlines the type of assessment task the student will be expected to complete as part of the module. More details will be made available in the relevant academic year module handbook.

Assessment 1: Critically analyse a range of relevant literature that explores social and/or learning barriers faced by an individual or specific group of people within practice

Assessment 2: Critically evaluate an intervention strategy that tackles barriers to learning and/ or social participation for an individual or group of people at risk of discrimination, marginalisation or underachievement

Assessment number	Learning Outcomes to be met	Type of assessment	Duration/Word Count	Weighting (%)	Alternative assessment, if applicable
1	1	Written Assignment	1000 words	40	N/A
2	2&3	Written Assignment	2000 words	60	N/A

Derogations

None

Learning and Teaching Strategies

The overall learning and teaching strategy is one of guided independent study, in the form of distance learning requiring ongoing student engagement. On-line learning materials will be provided as weekly sessions whereby the student is required to log-in and engage on a regular basis throughout the module. There will be a mix of video recordings, with supporting notes/slides, containing embedded digital content and self-checks for students to complete as they work through the module and undertake their assessed tasks. The use of a range digital tools via the virtual learning environment together with additional sources of reading will also be utilised to accommodate accessibility.

The basis for working with online materials will be through self-directed study and regular online communication with tutors/peers. Students are encouraged to interact with each other and tutors through a range of communication tools.

Welsh Elements

Students are entitled to submit assessments in the medium of Welsh.

Indicative Syllabus Outline

- Key concepts of inclusion, equality and diversity

- Importance of 'self-evaluation' - reflecting on the impact that one's own gender, cultural, religious, linguistic and socio-economic positioning might have on individual learners

- Complexity/obstacles to inclusive education / practice (conflicting discourses/policy drivers; teacher stereotypes; homogenous perceptions) and strategies to challenge such barriers

- Key characteristics of a range of impairments including physical, sensory, learning and communication, behavioural and medical conditions

- Key legislation, policy and guidance

- The role of the practitioner in the setting and working in partnership to support learners with additional learning needs

- Personal values, beliefs and assumptions and the impact on practice

Indicative Bibliography

Please note the essential reads and other indicative reading are subject to annual review and update.

Essential Reads:
Plows, V. and Whitburn, B. (2019), *Inclusive Education: Making Sense of Everyday Practice*. Rotterdam: Sense Publishers.

Other indicative reading:
Brown, Z. (2016), *Inclusive Education: Perspectives on Pedagogy, Policy and Practice*. Abingdon: Routledge.

De Beco, G., Quinlivan, S. and Lord, J. E. (2019), *The Right to Inclusive Education in International Human Rights Law*. Cambridge: Cambridge University Press.

Pearson, S. (2016), *Rethinking Children and Inclusive Education. Opportunities and Complexities*. London: Bloomsbury.

Journals

Education 3-13

International Journal of Inclusive Education

Pastoral Care in Education

Administrative Information

For office use only	
Initial approval date	04/11/2019
With effect from date	02/03/2020
Date and details of revision	Oct 2023: updated assessment strategy and learning outcomes Mar 2025: revalidated in Education Subject Level Review
Version number	3