

Module Outline
Part 1- as validated

1.	Title	Inclusive Education
2.	Level *	5
3.	Credits	20
4.	Indicative Student Study Hours	200 hours Taught class sessions: 36 hours Independent Study: 164 hours
5.	Core (must take and pass), Compulsory (must take) or Optional	Compulsory

*** Foundation Level=3 Degree Year 1 = 4 Degree Year 2 = 5 Degree Year 3 = 6
PG (Masters) = 7**

5. Brief Description of Module (purpose, principal aims and objectives)

A fundamental aspect of education is to provide an environment which enables all learners to engage and participate with their learning. Principles of inclusive practice should be embedded within professional practice to engender opportunities for all learners to achieve the best of their potential in a supportive, non-judgemental manner.

The module will introduce the concept of inclusive practice and enable students to understand specific key debates which relate to current educational organisations, policies and contexts. Students will explore a broad overview of complex issues and will narrow their focus for the assignment based upon personal interest. These could include special education and disability (SEND), specific learning and disability needs (SLDN), use of pupil premium, cultural contexts and LGBTQ+, for example.

Students will conduct a small-scale research study which will build upon prior learning from the Introduction to Research module. This will prepare students for reflecting upon the realities of conducting research which will help inform their approach for their dissertation in their final year. The research design and process will include a consideration of policy, practice and initiatives which relate to inclusive education. The research design will include a consideration of literature review, methodology, methods, analysis of data and presentation of findings.

6. Learning Outcomes - On successful completion of this module a student will be able to:

(Add more lines if required)

1. Analyse the evolution of legislation; policies and practices; forces for change; and initiatives which relate to inclusive education.
2. Examine how learners are impacted by current educational practices from an inclusive perspective.
3. Conduct and reflect on a small-scale research project.

Generic Learning Outcomes

4. Knowledge of the main methods of enquiry in the subject(s).
5. Effectively communicate information, arguments and analysis in a variety of forms effectively.

7. Assessment

Pass on aggregate or Pass all components
(modules can only be pass all components if this is a PSRB requirement)

Pass on aggregate**Summary of Assessment Plan**

	Type	% Weighting	Anonymous Yes / No	Word Count/ Exam Length	Learning Outcomes Coverage	Comments
1.	Research case study	100%	Yes	3,000 words	All	See below for further information.

Further Details of Assessment Proposals

Give brief explanation of each assessment activity listed

Students will select an area of inclusive education of their interest that has been explored in the module and will conduct either small scale primary or secondary research applying case study methodology principles to explore and expand their area of interest further. If conducting primary research, only one method should be used with no more than 5 participants. Research ethics must be considered and planned for.

Students will present their case study in a familiar format used in academic research which may include:

- Abstract
- Introduction
- Background/Literature Review
- Methodology
- Results
- Discussion
- Conclusion.
- References.
- Appendix

In the conclusion, students are expected to reflect and summarise their core learning points of this experience which will help inform their planning for their dissertation in the final year.

Students are encouraged to commence reading and gathering literature for their area of interest as early as possible in the semester.

8. Summary of Pre and / or Co Requisite Requirements

Introduction to Research module.

9. For use on following programmes

Dip HE in Education
 BA (Hons) in Education

Module Specification**Part 2- to be reviewed annually**

1.	Module Leader	TBA
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2.	Indicative Content
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	<ol style="list-style-type: none"> 1. Defining inclusive education informed by contemporary research. 2. Implications of inclusive education for policy and practice in educational settings. 3. Underpinning legislation, personal values and human rights. 4. Understanding and supporting vulnerable learners and marginalised groups. Reviewing research conducted in this area. 5. Understanding and supporting learners who receive pupil premium. Reviewing research conducted in this area. 6. Understanding and supporting learners with SEND. Reviewing research conducted in this area. 7. Understanding and supporting learners with SLDN. Reviewing research conducted in this area. 8. Understanding and supporting learners from culturally diverse communities, including for example: faith, English as an additional language and/or come from migrant or refugee communities. Reviewing research conducted in this area. 9. Understanding and supporting learners in the LGBTQ+ community. Reviewing research conducted in this area. 10. Issues associated with conducting research in inclusive education. 11. Benefits and opportunities of conducting research in inclusive education. 12. Conducting primary or secondary research.
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3. Delivery Method (please tick appropriate box)					
Classroom Based	Supported Open Learning	Distance Learning	E-Learning	Work Based Learning	Other (specify)
✓					
<i>If the Delivery Method is Classroom Based please complete the following table:</i>					
Activity	(lecture, seminar, tutorial, workshop)	Activity Duration - Hrs	Comments	Learning Outcomes	
1	Lecture	30	Taught contact time	1-5	
2	Preparation	10	Assignment preparation	1-5	
3	Tutorial	5	Group and individual	1-5	
4	Study	145	Self-study	1-5	
5	Conducting and preparing research	10	Self-initiated	1-5	
Total Hours		200			
If delivery method is <i>not</i> classroom based state lecturer hours to support delivery					N/A

4. Learning Resources
<i>To include contextualised Reading List.</i>
<p>Highly Recommended:</p> <p>Wearmouth, J. (2014) <i>Special Educational Needs and Disability: The Basics</i>, 2nd edition, Abingdon: Routledge press.</p> <p>Knowles, G. (2011) <i>Supporting Inclusive Practice</i>, 2nd edition, Abingdon: Routledge.</p> <p>Dawson, C. (2009) <i>Introduction to Research Methods: a practical guide for anyone undertaking a research project</i>, 4th edition, Oxford: How To Books.</p> <p>Recommended:</p> <p>Hodkinson, A. (2015) <i>Key Issues in Special Education Needs and Inclusion</i>, London: Sage.</p>

Mirza, H. and Meetoo, V. (2012) *Respecting difference: race, faith and culture for teacher educators*, London: Institute of Education.

Price, D. and Tayler, K. (2015) *LGBT Diversity and Inclusion in Early Years Education*, Abingdon: Routledge.

Spooner, W. (2010) *The SEN Handbook for Trainee Teachers, NQT's and Teaching Assistants*, 2nd edition, London: David Fulton Books.

Websites:

Legislation

www.legislation.gov.uk

Save the Children

www.savethechildren.org.uk

Unicef UNCRC

<https://www.unicef.org.uk/what-we-do/un-convention-child-rights/>