Course Specification

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Produced By:	Oliver Jones
Status:	Validated

Core Information

Awarding Body / Institution:	University of Wolverhampton		
School / Institute:	Institute of Education		
Course Code(s):	ED096Z35UD	Part-time Distance Learning	1 Years
Course Title:	Inclusive Practices in Lifelong Learning CPD		
Hierarchy of Awards:	University Statement of Credit Inclusive Practices in Lifelong Learning		
Language of Study:	English		
Date of DAG approval:	06/Aug/2021		
Last Review:	2015/6		
Course Specification valid from:	2020/1		
Course Specification valid to:	2026/7		

Academic Staff

Course Leader:	Mrs Sarah Rhodes
Head of Department:	Miss Victoria Wright

Course Information

Location of Delivery:	University of Wolverhampton
Category of Partnership:	Not delivered in partnership
Teaching Institution:	University of Wolverhampton
Open / Closed Course:	This course is open to all suitably qualified candidates.

Entry Requirements:

Entry requirements are subject to regular review. The entry requirements applicable to a particular academic year will be published on the University website (and externally as appropriate e.g. UCAS

- First degree
- Some types of professional experience (e.g. experience of teaching and/or managing in an appropriate sector: for example, post-compulsory education; voluntary sector; training; adult and community education) MAY be acceptable as APL in lieu of a first degree.
- Applicants must be current practitioners in an appropriate educational context: for example, post-compulsory education; voluntary sector; training; adult and community education; higher education.

Distinctive Features of the Course:

We value and promote your individual participation and achievement through online sessions with experienced Post Compulsory lecturers. The focus of this programme is the provision of opportunities for yourselves as current education professionals to develop your understanding of theory and practice related to inclusion. We will look at inclusion and diversity across a number of themes including policies and practices related to specific educational needs and widening participation. This module will provide practising education professionals with opportunity to be part of a community/ network as well as with a host of practical strategies and support.

Educational Aims of the Course:

You will develop your knowledge and understanding of issues and practices related to inclusion in education settings. The programme will enable you to critically evaluate a range of inclusive practices approaches in relation to how those might enable student belonging and agency. You will design, implement and reflect on a change to an aspect of inclusive practices in your work context. We promote active critical reflection and the sharing of reflections on theory and practice with your peers. The programme is student-centred as it is informed by your professional education experiences and practices and those of your peer's. You are expected to engage in reflective activities that examine the key literature and research in this field. It is anticipated that you will synthesise theory and practice in order to actively engage in your own continuing professional development.

Intakes:

October

Major Source of Funding:

OTHER FUNDING

Tuition Fees:

Tuition fees are reviewed on an annual basis. The fees applicable to a particular academic year will be published on the University website.

Year	Status	Mode	Amount
No related data			

PSRB:

None

Course Structure:

January (Part-time Distance Learning)

Year 1

Module	Title	Credits	Period	Type
7PC010	Inclusive Practices in Lifelong Learning	20	SEM2	Core

September (Part-time Distance Learning)

Year 1

Module	Title	Credits	Period	Type
7PC010	Inclusive Practices in Lifelong Learning	20	SEM1	Core

Please note: Optional modules might not run every year, the course team will decide on an annual basis which options will be running, based on student demand and academic factors, to create the best learning experience.

Learning, Teaching and Assessment

Academic Regulations Exemption:

None

Reference Points:

UK Quality Code for Higher Education

Qualifications and Credit Frameworks

Subject Benchmark Statements

University Policies and Regulations

Equality Act (2010)

Learning Outcomes:

UG Credit Course Learning Outcome 1 (UCCLO1)

Evaluate the term inclusive practice through several lenses

UG Credit Course Learning Outcome 2 (UCCLO2)

Synthesise a range of inclusive practice approaches used to enable student belonging, identity and agency

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UG Credit Course Learning Outcome 3 (UCCLO3)

Redesign one aspect of your practice in relation to either support of students or specific teaching, learning or assessment approach

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UG Credit Course Learning Outcome 4 (UCCLO4)

Reflect on the impact of your redesigned lifelong learning provision

Overview of Assessment:

Module	Title	Course Learning Outcomes
7PC010	Inclusive Practices in Lifelong Learning	UCCLO1, UCCLO2, UCCLO3, UCCLO4

Teaching, Learning and Assessment:

At the University of Wolverhampton there are a range of teaching and learning activities to help you achieve successfully on your programme. Formative learning opportunities and assessment will support you in completing the final summative assessments.

The programme is online and you will be supported in your learning through the following activities:

Active contribution and critical debate with tutors and peers through approaches such as: seminars, group work, discussion forums and blogs.

Active contribution in lectures and in individual and collaborative tasks

Conducting presentations with opportunities for self and peer reflective dialogue

Assessment Methods:

At the University of Wolverhampton, a variety of modes of assessment will be used to support and test your learning and progress and to help you develop capabilities that are valued beyond your University studies and into your working life. Your course may include a variety of assessment activities:

Written examinations (including online examinations, open and closed book examinations and quizzes)
Coursework (for example, essays, reports, portfolios, project proposals and briefs, CVs, poster presentation)
Practical (for example, oral and video presentations, laboratory work, performances, practical skills assessment)

In the final year of your undergraduate degree, and at the end of your postgraduate degree, you are likely to be expected to write an extended piece of work or research, such as a dissertation or a practice-based piece of research.

Student Support:

General University support:

University Libraries (Library Information Services) are the key source of academic information for students, providing access to a wide range of books, journals, DVDs etc. Each library offers a range of study areas to allow students to study in the environment that suit them best, including group and quiet areas with access to PCs. In addition the Library enables access to wide range of online information sources, including eBooks, e-Journals and subject databases.The Library also provides students with academic skills support via the Skills for Learning programme. Students on campus can attend workshops or ask for one-to-one help on a range of skills such as academic writing and referencing. Students can access a range of online skills material at: https://www.wlv.ac.uk/lib/skills-for-learning/

The University Student Support website offers advice on a variety of matters (careers, counselling, student union advice, etc.) Students can also access these services by booking appointment with the SU, careers, counselling services, etc.

Course Specific Support

Support is provided through module tutors.

Module tutors will collate student feedback at points during module delivery.

The programme is led by a PCE Senior Lecturer with SEND specialism who can act as a referral point should anyone wish to discuss specific needs.

Employability in the Curriculum:

You will be currently employed in professional practice in further and higher education settings. The programme is tailored to address the ongoing priorities of the education sector. It looks at the policies and practices that ensure the curriculum and educational experience of the students is in line with inclusivity principles. You will engage in ongoing reflective practice to help you to re-evaluate, make a change in your practice, and learn from each other.

The programme is informed by the experience and practices of all of the education professional students who participate in it. Peer sharing plays a significant part in opening up opportunities for education professionals to develop and to network both on the programme and after the programme.

This is a practical and theorised module that develops critical reflection around ways of thinking about, conceptualising and interrogating inclusive practices. As such it will support you in becoming more confident in your practices and in exploring further leadership roles in the field of inclusion and diversity. You might wish to continue your professional development by undertaking the Master's degree in Professional Practice and Lifelong Education.