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):	ED097Z35UD	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 CPD		
Language of Study:	English		
Date of DAG approval:	06/Aug/2021		
Last Review:			
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

Certificate in Education Post Compulsory Education OR Foundation degree.

To be an education professional currently working in Lifelong Education settings including Higher education

Distinctive Features of the Course:

The programme provides practising education professionals with opportunity to be part of a community/ network as well as with a host of practical strategies and support. We value and promote your individual participation and achievement through online sessions with experienced Post Compulsory lecturers. The programme content is informed by your insights and experiences of professional education contexts. It is tailored to develop insight in the key priorities of the post compulsory sector iin relation to inclusive practices. It will be appropriate for education professionals who are beginning or experienced as it has a practical and theoretical base.

Educational Aims of the Course:

The programme aims to develop the knowledge, understanding and skills of education professionals across further and higher education. You will develop your knowledge and understanding of issues and practices related to inclusion in further and higher education settings. We promote reflective practice 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 will be supported to examine key literature and research in this field. You will analyse a range of inclusive practices approaches in relation to how those might enable student belonging and agency. You will critically examine an intention for change in relation to your own professional practice.

Intakes:

January

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
6PC021	Inclusive Practices in Lifelong Learning	20	INYR	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)

Appraise the use of the term inclusive practice

UG Credit Course Learning Outcome 2 (UCCLO2)

Explain your professional application of the term inclusive practice.

UG Credit Course Learning Outcome 3 (UCCLO3)

Examine how inclusive practice approaches are used to enable student belonging, identity and agency

UG Credit Course Learning Outcome 4 (UCCLO4)

Justify your intention for change in relation to in relation to one aspect of either supporting students or specific teaching, learning or assessment approach

Overview of Assessment:

Module	Title	Course Learning Outcomes
6PC021	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 and identify an intention for change in your practice.

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 supports you in reflecting on the term inclusive practice and its application. It will see you develop and justify an intention for change in your own practice. As such it will enable you to become more confident in your practices and in exploring leadership opportunities in the field of inclusion and diversity. You might look at the BA top up degree in Post Compulsory Education. There are a variety of roles in further and higher education where your skills will be valued such as teaching and supporting learners.