Module Descriptor

Title	Inclusive Practice		
Session	2025/26	**Status**	
Code	PGES11013	**SCQF Level**	11
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Education and Social Sciences**		
Module Co-ordinator	L McAuliffe		
Summary of Module This module focuses on the conditions and processes associated with inclusive practice in education. The module begins with an overview which provides the context within which the concept 'inclusive practice in education' is examined critically. A range of current issues associated with inclusive practice in education are being considered. Throughout the module, students are invited to use their learning to analyse inclusive practice with which they are familiar and to consider how such practice can be enhanced.			

Module Delivery Method	**On-Campus**[1] ☐	**Hybrid**[2] ☐	**Online**[3] ☒	**Work -Based Learning**[4] ☐
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☐ Lanarkshire ☐ London ☐ Paisley	☒ Online / Distance Learning ☐ Other (specify)	

Terms for Module Delivery	Term 1	☒	Term 2	☒	Term 3	☐
Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

[1] Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

[2] The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

[3] Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

[4] Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

Learning Outcomes	
L1	Demonstrate and work with knowledge that covers and integrates the main dimensions of inclusive practice in education, including their features, boundaries, terminology and conventions.
L2	Demonstrate critical understanding of the principal theories, concepts and principles associated with inclusive practice in education.
L3	Demonstrate a critical awareness of current issues associated with inclusive practice in education.
L4	Critically evaluate approaches used to promote inclusive practice in education and consider how these approaches can be enhanced.
L5	Present reasoned arguments and express ideas in a clear, coherent style that follows closely the UWS academic writing and referencing guidance

Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	**During completion of this module, there will be an opportunity to achieve core skills in:**
Knowledge and Understanding (K and U)	**SCQF 11** The main dimensions of inclusive practice in education, including their features, boundaries, terminology and conventions
Practice: Applied Knowledge and Understanding	**SCQF 11** Consideration of how insights arising from the learning during this module can be applied to enhance practice.
Generic Cognitive skills	**SCQF 11** Analysis, synthesis and evaluation.
Communication, ICT and Numeracy Skills	**SCQF 11** Presentation of reasoned arguments and expression of ideas concisely in a clear, coherent style that follows closely the UWS academic writing and referencing guidance.
Autonomy, Accountability and Working with Others	**SCQF 11** Responsibility for completing assigned coursework. Accountability for progress. Engagement with tutor and peers as required during the module.

Prerequisites	**Module Code** PGES11003 or equivalent	**Module Title** Critical Issues Across Education or equivalent
	Other	
Co-requisites	**Module Code**	**Module Title**

Learning and Teaching

In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours.

Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Asynchronous Class Activity	36
Independent Study	164
Please select	
Please select	
Please select	
Please select	
TOTAL	200

Indicative Resources

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Black-Hawkins, K. and Grinham-Smith, A. (eds.) (2023) Expanding possibilities for inclusive learning. Abingdon: Routledge.

Graham, L. J. (ed) (2020) Inclusive Education for the 21st Century: Theory, Policy and Practice. Crows Nest, NSW : Allen & Unwin.

Mitchell, D. and Sutherland, D. (2020) What Really Works in Special and Inclusive Education: Using Evidence-based Teaching Strategies (3rd ed). London: Routledge.

Norwich, B. (2024) Addressing tensions and dilemmas in inclusive education: resolving democratically (2nd edn). Abingdon, Oxon: Routledge.

Westwood, P.S. (2024) Inclusive and adaptive teaching: meeting the challenge of diversity in the classroom (3rd edn). Abingdon, Oxon: Routledge.

(N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements

In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

For the purposes of this module, academic engagement equates to the following:

All fulltime students (part-time and distant learning students should check with their programme leader for any queries) are required to attend all scheduled classes and participate with all delivered elements of the module as part of their engagement with their programme of study. Consideration will be given to students who have protection under the

appropriate equality law. Please refer to UWS Regulations, Chapter 1, 1.64 – 1.67, available at the following link: http://www.uws.ac.uk/current-students/rights-and-regulations/regulatory-framework/ For the purposes of this module, academic engagement equates to the following: Engagement with the coursework and assessment.

Equality and Diversity
The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code. Aligned with the overall commitment to equality and diversity stated in the Programme Specification, the module supports equality of opportunity for students from all backgrounds and with different learning needs. Using the VLE, learning materials are presented electronically in formats that allow flexible access and manipulation of content. The module complies with University regulations and guidance on inclusive learning and teaching practice. Specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations.
(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	**Education**
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☐ **Yes** ☒ **No** **If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.**
School Assessment Board	CPL
Moderator	A Killen
External Examiner	Y Wang
Accreditation Details	
Module Appears in CPD catalogue	☒ **Yes** ☐ **No**
Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Journal (4000 words or equivalent).
Assessment 2
Assessment 3

(N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed.

(ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Component 1							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☒	☒	☒	☒	☒		

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	Please refer to the handbook for timetabled contact hours

Change Control

What	**When**	**Who**