

## University of the West of Scotland

## Module Descriptor

Session: 202425

<b>Title of Module: Inclusive Practice</b>			
<b>Code: PGES11013</b>	<b>SCQF Level: 11 (Scottish Credit and Qualifications Framework)</b>	<b>Credit Points: 20</b>	<b>ECTS: 10 (European Credit Transfer Scheme)</b>
<b>School:</b>	School of Education and Social Sciences		
<b>Module Co-ordinator:</b>	L McAuliffe		
<b>Summary of Module</b>			
<p>This module focuses on the conditions and processes associated with inclusive practice in education. It provides the context within which the nature and features of inclusive practice can be examined critically. The module enables students to develop critical understanding of theories, concepts, principles and current issues associated with inclusive practice. Throughout the module, students are encouraged to relate their learning to their practice and to consider how such practice can be enhanced.</p>			

<b>Module Delivery Method</b>					
<b>Face-To-Face</b>	<b>Blended</b>	<b>Fully Online</b>	<b>HybridC</b>	<b>Hybrid 0</b>	<b>Work-Based Learning</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>See Guidance Note for details.</b>					

<b>Campus(es) for Module Delivery</b>						
The module will <b>normally</b> be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate)						
<b>Paisley:</b>	<b>Ayr:</b>	<b>Dumfries:</b>	<b>Lanarkshire:</b>	<b>London:</b>	<b>Distance/Online Learning:</b>	<b>Other:</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Add name

<b>Term(s) for Module Delivery</b>
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(Provided viable student numbers permit).					
Term 1	<input type="checkbox"/>	Term 2	<input checked="" type="checkbox"/>	Term 3	<input type="checkbox"/>

**Learning Outcomes: (maximum of 5 statements)**

**These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module.**

At the end of this module the student will be able to:

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

**Employability Skills and Personal Development Planning (PDP) Skills**

<b>SCQF Headings</b>	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	<p><b>SCQF Level 11</b></p> <p>Knowledge that covers and integrates areas of inclusive practice – including their features, boundaries, terminology and conventions, as they apply to education.</p> <p>Critical awareness of current developments and issues relating to inclusive practice in education.</p>
Practice: Applied Knowledge and Understanding	<p><b>SCQF Level 11</b></p> <p>Apply a range of standard and specialised research skills, techniques, and practices to engage fruitfully with academic literature relating to inclusive practice in education.</p>
Generic Cognitive skills	<p><b>SCQF Level 11</b></p> <p>Apply critical analysis, evaluation and synthesis to ideas, arguments and research findings.</p> <p>Identify, conceptualise and define concepts and issues relating to inclusive practice in education.</p>

	<p>Develop original and creative responses to concepts and issues relating to inclusive practice in education.</p> <p>Critically review academic articles relating to inclusive practice in education.</p> <p>Deal with complex issues and make informed judgements in the absence of complete or consistent data/information.</p>	
Communication, ICT and Numeracy Skills	<p>SCQF Level 11</p> <p>Communicate effectively using a range of advanced and specialist skills as appropriate.</p> <p>Communicate with a range of audiences (as appropriate) and fellow professionals.</p> <p>Use software to support and enhance work at this level and specify new software or refinements and improvements to existing software to increase effectiveness.</p> <p>Undertake critical evaluations of a wide range of numerical and graphical data reported in academic articles in order to draw appropriate conclusions.</p>	
Autonomy, Accountability and Working with others	<p>SCQF Level 11</p> <p>Exercise substantial autonomy and initiative in maintaining a journal that captures the module learning.</p> <p>Demonstrate responsibility for own work and/or significant responsibility for the work of others (as appropriate).</p> <p>Demonstrate leadership and contribute to change and development (as appropriate).</p> <p>Demonstrate critical reflection on own and others' roles and responsibilities.</p> <p>Manage complex ethical and professional issues and make informed judgements on issues not addressed by current professional and/or ethical codes or practices.</p>	
<b>Pre-requisites:</b>	Before undertaking this module the student should have undertaken the following:	
	<b>Module Code:</b> PGES11003 or equivalent	<b>Module Title:</b> Critical Issues Across Education or equivalent
	<b>Other:</b>	
<b>Co-requisites</b>	<b>Module Code:</b>	<b>Module Title:</b>

<b>Learning and Teaching</b>	
<b>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.</b>	
<b>Learning Activities</b> During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	<b>Student Learning Hours</b> (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Asynchronous Class Activity	36
Independent Study	164
	Hours Total 200
<b>**Indicative Resources: (eg. Core text, journals, internet access)</b>	
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Banks, J (ed) (2023) <i>The inclusion dialogue: Debating issues, challenges and tension with global experts</i>. New York: Routledge.</p> <p>Graham, L. J. (ed) (2020) <i>Inclusive Education for the 21st Century: Theory, Policy and Practice</i>. Crows Nest, NSW: Allen &amp; Unwin.</p> <p>Mitchell, D. and Sutherland, D. (2020) <i>What Really Works in Special and Inclusive Education: Using Evidence-based Teaching Strategies</i> (3rd ed). London: Routledge.</p> <p>Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE.</p> <p>Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order.</p>	
(**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)	
<b>Attendance and Engagement Requirements</b>	
In line with the <a href="#">Student Attendance and Engagement Procedure</a> : 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:

Engagement with the asynchronous class activities.

Submission of draft journal entry for formative feedback.

### 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](#).

Please ensure any specific requirements are detailed in this section. Module Co-ordinators should consider the accessibility of their module for groups with protected characteristics..

(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

<b>Divisional Programme Board</b>	Education
<b>Assessment Results (Pass/Fail)</b>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>School Assessment Board</b>	CPL
<b>Moderator</b>	A Killen
<b>External Examiner</b>	Y Wang
<b>Accreditation Details</b>	
<b>Changes/Version Number</b>	1
<b>Assessment: (also refer to Assessment Outcomes Grids below)</b>	
Assessment 1 Journal	
<p>(N.B. (i) <b>Assessment Outcomes Grids</b> for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed.</p> <p>(ii) An <b>indicative schedule</b> listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)</p>	

**Assessment Outcome Grids (See Guidance Note)**

<b>Component 1</b>							
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Learning Outcome (4)</b>	<b>Learning Outcome (5)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetable Contact Hours</b>
Journal	√	√	√	√	√	100%	Please refer to the module handbook.

<b>Combined Total for All Components</b>						<b>100%</b>	Please refer to the module handbook.
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**Change Control:**

<b>What</b>	<b>When</b>	<b>Who</b>
Further guidance on aggregate regulation and application when completing template	16/01/2020	H McLean
Updated contact hours	14/09/21	H McLean
Updated Student Attendance and Engagement Procedure	19/10/2023	C Winter
Updated UWS Equality, Diversity and Human Rights Code	19/10/2023	C Winter
Guidance Note 23-24 provided	12/12/23	D Taylor
General housekeeping to text across sections.	12/12/23	D Taylor

**Version Number: MD Template 1 (2023-24)**