Module Descriptor

Title	Educational Justice and Inclusive Support for Diversity in ELC		
Session	2026/27	**Status**	
Code	BAEL09007	**SCQF Level**	**9**
Credit Points	30	**ECTS (European Credit Transfer Scheme)**	15
School	**Education and Social Sciences** Education and Social Sciences		
Module Co-ordinator	L. Gilmour		

Summary of Module

This module provides an advanced and critically rigorous examination of inclusive practice and specialist support for children with a wide range of additional support needs in early childhood and early years settings. The module addresses children from birth to six years.

Students will engage in critical interrogation of theoretical, legislative and pedagogical frameworks that shape educational justice and inclusive education in Scotland. The module foregrounds children's rights, voice and wellbeing as contested and ethically situated concepts, and examines how inclusive practice is mediated by power, social justice, equity, intersectionality and professional responsibility.

Specific emphasis is placed on critically examining inclusive support for:

- Neurodiverse children
- LGBTQ+ children and families
- Children from racially minoritised communities
- The impact of gender on children

Through sustained critical engagement with policy texts, empirical research and practice-based case studies, students will develop advanced analytical, evaluative and reflexive capabilities. These will enable them to design, justify and critique inclusive environments, work effectively with diverse families and multi-agency partners, and advocate ethically and professionally for children and families whose voices are frequently marginalised within early years systems.

Employability skills

The content of this modules provides oportunities for students to develop the following UWS graduate attributes and Skills Development Scotland Meta Skills: SDS Meta skills Integrity, Adapting, Initiative, Communication, Feeling, Collaboration, Leading, Curiosity, Creativity, Sense making, critical thinking, Digital intelligence

Contribution to the UN Sustainability goals

- Good Health and Well-being: Ensure healthy lives and promote well-being for all at all ages.
- Quality Education: Ensure inclusive and equitable quality education and promote lifel ong learning opportunities for all.
- Gender Equality: Achieve gender equality and empower all women and girls.
- Reduced Inequalities: Reduce inequality within and among countries.

Module Delivery Method	On-Campus[1] ☐	Hybrid[2] ☒Error! Bookmark not defined.	Online[3] ☐	Work -Based Learning[4] ☐
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☒ Lanarkshire ☐ London ☐ Paisley	☐ Online / Distance Learning ☐ Other (specify) X- Mix of on campus and online	

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	☐

Learning Outcomes	
L1	Critically analyse and synthesise contemporary theories, legislation and policy frameworks relating to inclusion and additional support needs in early childhood education, demonstrating awareness of tensions, limitations and contested interpretations.
L2	Critically evaluate the impact of social, cultural, economic and structural inequalities on children with diverse needs drawing on intersectional and rights-based perspectives.
L3	Analyse and critically reflect on the developmental, relational and ethical complexities involved in supporting diverse children including the implications for practice, policy and professional accountability.
L4	Exercise critically informed professional judgement to design, justify and evaluate inclusive, rights-respecting learning environments and collaborative support strategies that meaningfully value children's and families' voices.
L5	

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:**

[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

Knowledge and Understanding (K and U)	**SCQF 9** Critical and systematic understanding of inclusive education theories, disability studies, early childhood development and children's rights frameworks. Detailed and critical knowledge of national and international policy and legislative responsibilities in supporting diverse learners, including awareness of ambiguity, debate and policy-practice gaps.
Practice: Applied Knowledge and Understanding	**SCQF 9** Application of inclusive strategies to real and simulated early years contexts. Use of reflective and evidence-informed approaches to professional decision-making.
Generic Cognitive skills	**SCQF 9** Critical analysis and evaluation of complex and unpredictable professional issues relating to inclusion, equity and additional support needs. Synthesis and critical application of research, policy and practice evidence to generate reasoned, ethically informed and context-sensitive responses.
Communication, ICT and Numeracy Skills	**SCQF 9** Communicating complex ideas effectively to professional audiences, families and multi-agency partners. Use of digital tools to support inclusive practice and professional collaboration.
Autonomy, Accountability and Working with Others	**SCQF 9** Exercising autonomy and initiative in professional contexts. Working collaboratively and ethically with colleagues, families and external agencies.

Prerequisites	**Module Code**	**Module Title**
	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. In line with current UWS learning and teaching principles, a 30-credit module includes 300 learning hours, normally including 48–60 contact hours. Learning and teaching strategies are designed to develop expertise in the specialised filed of Early Learning and Childcare where students gain skills in the ability to ; advise and support others, make recommendations on managing complex processes or issues. plan and organise own work or that of a team of professional colleagues, work autonomously, using initiative within professional and ethical codes of practice, manage others and/or a range of resources, and collaborate with other specialists, apply and communicate knowledge of current issues, techniques, and developments in their sector to address both foreseen and unforeseen challenges, undertake critical analysis, evaluation, and synthesis of information and practices whilst also

encouraged to keep abreast of developments in specialist areas and understand the boundaries and limitations of their professional role. All of the skills gained from teaching and learning in this module are consistent with SCQF Level 9 expectations.

Learning and teaching approaches will include:

- Lectures and critically dialogic seminars

- Case-based and problem-based learning focused on complex practice scenarios

- Workshops developing analytical and evaluative approaches to inclusive practice

- Critical engagement with practitioner narratives and policy texts

- Guided independent, collaborative and work-based learning.

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)
Lecture / Core Content Delivery Contact Time	54
Work-based Learning Work Based Learning	198
Independent Study Independent Study	48
n/a	
n/a	
n/a	
TOTAL	300

Indicative Resources

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

Nutbrown, C. (2023). Early Childhood Education: Current Realities and Future Priorities. Sage.

Carroll, M. & Wingrave, M. (2023). Childhood Practice: A Reflective and Evidence-Based Approach. Sage.

(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:

The university is committed to providing a supportive learning environment that actively facilitates student success. In this module, there is a high degree of student-led flexibility. You are academically engaged if you are regularly engaged with scheduled live sessions on-campus and online, including engaging with online learning activities in your own time, course-related learning resources, and with timely completion and submission of assessments.

Whilst we understand that there may be times when conflicting priorities make participation challenging, for you to gain the most from this module it is recommended that you participate in all scheduled live classes and complete your self-directed learning activities in a timely manner.

It may be difficult to pass the assessment associated with this module if you are not regularly engaging with the module work and live classes. We may reach out to check how things are going and offer support if we observe that you have not been attending sessions or completing online activities. The way the module is delivered—whether on campus, online, or in a blended format—will match how your programme is normally taught for your level of study. You will study Child Development and ELC in the same way that you are used to studying other level 9 modules on the BA Early Learning and Childcare Programme.

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. This module aligns with the Equality Act (2010) and the UWS Equality, Diversity and Human Rights Code. Inclusive learning and teaching approaches are embedded throughout the module, with reasonable adjustments made where appropriate to support student learning.
(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** Education
Overall Assessment Results	**Graded**
Module Eligible for Compensation	☒ **Yes** **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	Early Years
Moderator	A. Malik
External Examiner	M. Mckenzie
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Assessment : 20 minute Recorded Power Point Presentation (100%)
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**
20 minute Recorded Power Point Presentation	**X**☒	X☒	**X**☒	**X**☒	☐	100	54

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

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
n/a	☐	☐	☐	☐	☐		
Combined total for all components						100%	54hours

Change Control

What	**When**	**Who**
Module overview, LO's, Assessment design and Indicative readings	Feb 2026	R.McGill/Lorraine Gilmour
SCQF Level, Module Code, MC and Moderator added	17/6/26	L.Gilmour
Module specific info added to Learning and Teaching , Attendance and Engagement & Equality and Diversity sections	17/6/26	L.Gilmour

Timetabled and combined contact hours added to assessment section.	17/6/26	L.Gilmour