Module Descriptor

Title	Participation and Inclusion		
Session	2026/27	**Status**	new module
Code	CHPS09002	**SCQF Level**	9
Credit Points	30	**ECTS (European Credit Transfer Scheme)**	15
School	**Education and Social Sciences**		
Module Co-ordinator	D Armstrong		

Summary of Module

Children's voice, agency and participation rights are central considerations of this module, with attention to how young children's perspectives are elicited, interpreted and acted upon within planning and decision-making processes. Through analytical and applied case work, students will develop the professional judgement required to ethically support all learners and contribute to inclusive, equitable and rights-respecting early years environments.

This module further 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 eight years and the support of development and learning.

Students will engage in critical interrogation of the historical, theoretical, legislative and pedagogical frameworks that shape educational justice and inclusive education for all children 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.

The module introduces the historical development of ASN in Scotland, tracing key shifts from segregated "special education" models to integration, inclusion and the contemporary presumption of mainstream education. Students will examine how these paradigmatic changes influence early years practice, professional expectations and wider debates about equity, belonging and resource allocation.

A functional and holistic understanding of ASN is adopted, focusing on barriers to learning, engagement and wellbeing rather than solely diagnostic categories. Communication and language needs, sensory and physical access needs, cognition and learning differences, social and emotional needs and complex co-occurring profiles will be explored through research, case studies and Scottish data. Emphasis is placed on identification, staged intervention processes, reasonable adjustments, planning and transitions within early years settings.

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) New College Lanarkshire; West College Scotland	

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	Examine the role of children's voice, agency and participation rights in planning, decision-making and support processes within early years contexts.
L2	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.
L3	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..
L4	Evaluate the legislative and policy frameworks that shape entitlements, rights and responsibilities for young children with ASN within early years settings in Scotland.
L5	Critically evaluate the impact of social, cultural, economic and structural inequalities on children with diverse needs drawing on intersectional and rights-based

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 9** Critical understanding of inclusive education theories, disability studies, early childhood development and children's rights frameworks.

[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

	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. 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 promote critical enquiry, reflexivity and the integration of theory, research and professional practice, consistent with SCQF Level 8 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	48
Work-based Learning	150
Independent Study	102
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: Armstrong, F., Armstrong, D. and Spandagou, I. (2011) Inclusive Education: International Policy and Practice. (2nd ed). Sage Blundell, D. (2016) Rethinking Children's Spaces and Places. Bloomsbury Florian, L. (2014) The Sage Handbook of Special Education. (2nd Ed). Sage Hart, R. (2016) Children's Participation. Routledge Jones, P., Welch, S. (2018) Rethinking Children's Rights: Attitudes in Contemporary Society (New Childhoods). Bloomsbury Scottish Government. (2017) A Framework for Inclusion. A positive Approach to Additional Support Needs. Scottish Government SSSC (2024) Codes of Practice. Scottish Social Services Council. SSSC (2015) The Standard for Childhood Practice Revised. Scottish Social Services Council.
(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:** 80%

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**
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	Early Years
Moderator	C Gollek
External Examiner	tbc
Accreditation Details	SSSC
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	1

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Work-based portfolio, equivalent to 4000 words
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**
Work-based Portfolio	☒	☒	☒	☒	☒	100	48

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%	48 hours

Change Control

What	When	Who
New Module	Feb 26	D Armstrong
Updated following ILQR feedback	July 26	D Armstrong