

Module Details	
Module Title	Children, Disability and Inclusive Practice
Module Code	SOW6010-B
Academic Year	2022/3
Credits	20
School	School of Social Sciences
FHEQ Level	FHEQ Level 6

Contact Hours	
Type	Hours
Lectures	12
Seminars	12
Tutorials	12
Directed Study	164

Availability	
Occurrence	Location / Period
BDA	University of Bradford / Semester 2

Module Aims
To develop systematic understandings of different models of disability and their impact in a range of practice settings. To recognise the history of the category 'disabled' and its position in society. To apply understanding of anti-oppressive practice in working with children and young people with disabilities. To understand how anti-oppressive practice can be used when working in a children centred arena.

Outline Syllabus
The social model of disability; medical model of disability; inclusion; physical disability; specific learning difficulties; neurodiversity; autism; learning disabilities; complex health care needs; disabilities/impairments and mental health; impact in education; safeguarding children with disabilities; integrated support; parenting a child with additional support needs ; child-centred assessments and support; involving families in assessment and support packages; disability and poverty; politics of disability; ethics and disability; combating social exclusion, stigma and discrimination.

Learning Outcomes	
Outcome Number	Description
01	Demonstrate awareness of the importance of the voice of the child when undertaking any work with children and young people with disabilities and their families.
02	Demonstrate critical understanding of the health, physical and learning needs of children and young people with disabilities.
03	Critically evaluate the increased vulnerabilities of children and young people with disabilities and complex health care needs in a safeguarding context.
04	Demonstrate understanding of the impact of disability on emotional wellbeing.
05	Analyse impact on siblings' and carers' needs.
06	Critically analyse the skills and knowledge required to promote inclusive practice.
07	Evaluate the ways in which disabling barriers can be removed.
08	Develop and present clear, well-informed arguments in writing, drawing upon relevant academic sources.
09	Work effectively with a small group.
10	Effectively employ presentation skills.

Learning, Teaching and Assessment Strategy
The module is delivered via lectures on campus or online. It is designed to accommodate a range of learning styles. Sessions consist of 12, one hour lectures, tutorials and seminars. Time will be available during the tutorial sessions to work on group presentation. Guest speakers from relevant agencies and/or professions may be invited to offer workplace perspectives and to enhance student connections between theoretical and therapeutic approaches. There are 2 assessments for this module: a group presentation and a 1,500 word written assignment. For your presentation, you will be invited to focus on a topic or case study. You will be asked to choose one drawing on the skills and knowledge explored in this module, work together as a group to deliver a presentation. You will be assessed on your ability to demonstrate that you have met the learning outcomes.

Mode of Assessment			
Type	Method	Description	Weighting
Summative	Presentation	Group Presentation (20 Mins); SUPPLEMENTARY Individual submission	50%
Summative	Coursework	Essay 1500 Words	50%

Reading List
To access the reading list for this module, please visit https://bradford.rl.talis.com/index.html

Please note:

This module descriptor has been published in advance of the academic year to which it applies. Every effort has been made to ensure that the information is accurate at the time of publication, but minor changes may occur given the interval between publishing and commencement of teaching. Upon commencement of the module, students will receive a handbook with further detail about the module and any changes will be discussed and/or communicated at this point.

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