MODULE SPECIFICATION

KEY FACTS

<table>
<thead>
<tr>
<th>Module name</th>
<th>Identity, Inclusion and Living with Disability and Deafness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module code</td>
<td>HCM010</td>
</tr>
<tr>
<td>School</td>
<td>School of Health Sciences</td>
</tr>
<tr>
<td>Department or equivalent</td>
<td>Division of Language and Communication Sciences</td>
</tr>
<tr>
<td>UK credits</td>
<td>15</td>
</tr>
<tr>
<td>ECTS</td>
<td>7.5</td>
</tr>
<tr>
<td>Level</td>
<td>7</td>
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</table>

MODULE SUMMARY

Module outline and aims

The module is concerned with the lived experience of disability and/or deafness. Consideration is given to the broad spectrum of disability and deafness across the life course. Reference is made to the human ecology of development and participation at the level of the individual, community and society. As students from speech and language therapy, education and other relevant educational backgrounds, you are encouraged to critically review your own professional work and to generate new ways of promoting inclusive practice and research.

The module aims to provide you with the opportunity to:

- Review critical legislation and developments in social policy.
- Explore models of disability and cultural representations.
- Consider the relationship between identity and disability and deafness across the life course.
- Review the meanings of inclusion and participation in practice and research.
- Consider issues and methods of user involvement and advocacy.

Content outline

The module will cover the following topics:

- The legal and socio-political context
- Definitions of disability and media representation;
- Stigma and discrimination;
- Identity and living with communication disability and deafness;
- Access and participation;
- Quality of life
- Inclusion and education;
- User involvement and advocacy;
- Application to clinical practice and disability research.
WHAT WILL I BE EXPECTED TO ACHIEVE?

On successful completion of this module, you will be expected to be able to:

Knowledge and understanding:

- Demonstrate knowledge and critical understanding of the current legal and socio-political context for exploring practice and research.
- Demonstrate understanding of key topics of identity, inclusion, user involvement, access, participation, and quality of life.
- Identify the role you can have professionally in promoting an inclusive approach to practice as well as inclusion within the social contexts of your clients.

Skills:

- Integrate and promote a social model of disability in your current practice and research.
- Critically evaluate the many ways that disability and deafness are dealt with in public services and the media.
- Participate in critical debate of the issues related to living with disability.

Values and attitudes:

- Demonstrate an enhanced awareness, critical understanding and empathy in relation to the key issues surrounding identity, inclusion and living with disability or deafness.

HOW WILL I LEARN?

Teaching pattern:

<table>
<thead>
<tr>
<th>Teaching component</th>
<th>Teaching type</th>
<th>Contact hours (scheduled)</th>
<th>Self-directed study hours (independent)</th>
<th>Placement hours</th>
<th>Total student learning hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interactive Seminars</td>
<td>Seminar</td>
<td>30</td>
<td>120</td>
<td>0</td>
<td>150</td>
</tr>
<tr>
<td><strong>Totals:</strong></td>
<td></td>
<td><strong>30</strong></td>
<td><strong>120</strong></td>
<td><strong>0</strong></td>
<td><strong>150</strong></td>
</tr>
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</table>
WHAT TYPES OF ASSESSMENT AND FEEDBACK CAN I EXPECT?

Assessments

You will be asked to prepare an academic poster designed to assess your understanding of the key issues related to the chosen poster topic, application of the social model, and critical analysis skills. The assessment includes a 2000 word written essay, designed to assess your ability to critically evaluate the literature.

The Module Mark shall be calculated from the combined mark of the two sub-assessments, with the poster weighted at 50% and the essay weighted at 50%. In order to pass the module and acquire the associated credit, a student must complete the assessment component and achieve a Module Mark of 50%.

Assessment pattern:

<table>
<thead>
<tr>
<th>Assessment component</th>
<th>Assessment type</th>
<th>Weighting</th>
<th>Minimum qualifying mark</th>
<th>Pass/Fail?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poster with accompanying 2000 word essay</td>
<td>Written assignment, including essay</td>
<td>100%</td>
<td>50%</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Assessment criteria

Assessment Criteria are descriptions of the skills, knowledge or attributes students need to demonstrate in order to complete an assessment successfully and Grade-Related Criteria are descriptions of the skills, knowledge or attributes students need to demonstrate to achieve a certain grade or mark in an assessment. Information on the above module assessment criteria and grade-related criteria can be found on the module space in Moodle.

Feedback on assessment

Following an assessment, students will be given their marks and feedback in line with the Assessment Regulations and Policy. More information on the timing and type of feedback that will be provided for each assessment will be available from the module leader.

Assessment Regulations

The Pass mark for the module is 50%. The two components of the assessment are weighted equally. The Programme Specification contains information on what happens if you fail an assessment.

INDICATIVE READING LIST


Numerous research articles are drawn upon for this module.


Version: 3.0
Version date: August 2016
For Use from: 2016-17

**Appendix:**

**CODES**

<table>
<thead>
<tr>
<th>HESA Code</th>
<th>Description</th>
<th>Price Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>103</td>
<td>Nursing and allied health professions</td>
<td>C2</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>JACS Code</th>
<th>Description</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>B620</td>
<td>The study of the anatomy and physiology of the human speech organs, their function and malfunction, and related environmental and behavioural topics.</td>
<td>100</td>
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</tbody>
</table>