Module Specification

Module Summary Information

<table>
<thead>
<tr>
<th></th>
<th>Module Title</th>
<th>Politics of Inclusion</th>
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<tbody>
<tr>
<td>2</td>
<td>Module Credits</td>
<td>20</td>
</tr>
<tr>
<td>3</td>
<td>Module Level</td>
<td>6</td>
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<tr>
<td>4</td>
<td>Module Code</td>
<td>EDU6256</td>
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5 Module Overview

This module will engage you in an exploration of issues of access for children and families in diverse social and educational contexts from both the UK and international perspectives. It explores the development of approaches and pedagogies for inclusive learning environments, which take account of diversity. It supports you in engaging with differing perspectives on equality, participation and inclusion, and in developing your own perspectives. You will address the dimensions of social exclusion, SEN, disability, disaffection, behaviour and learning difficulty in the context of wider diversity across a breadth of childhood and youth themes. The module encourages you to examine policy issues and asks what constitutes good participatory and inclusive practice in Early Childhood. You will explore theories, policy developments and practices relating to equity, diversity and inclusion. You will also develop a critical understanding of the factors contributing to social and educational exclusion. The module will encourage you to think critically about the impact on the personal, social and educational opportunities, expectations and aspirations of learners in the twenty-first century and on your practices in supporting learning in Early Childhood contexts.

This module links to the overall aims and philosophy of the BA (Hons) Early Childhood Studies course by:

- Enabling students to become competent in leading and managing change in a range of professions that support babies, young children and their families.
- Committ[ing to an agenda of social justice, social mobility and social responsibility.
- Influencing the developments of local and national policy, provision and practice within a range of Early Childhood services.
- Researching, gathering and analysing data with competence and use this to evaluate and plan for change.
- Outward looking with an awareness of global issues related to the field of Early Childhood.

To summarise you will explore the following:

- What is the history of inclusion - from segregation to inclusion?
- How does the evolution of government policy influence practice in inclusion and SEN?
- What are the ideological frameworks of SEN and inclusion?
- What are the implications of the different models of disability for practice?
- How do models of disability connect to practice?
- How have inclusion policies and practice developed?
- What are some current issues in SEN and inclusion in UK and international communities in Early Years?
- What constitutes good participatory and inclusive practice in Early Childhood in the UK and international communities?
## Indicative Content

- History of Inclusion
- From segregation to Inclusion
- National and International policies
- SEN and Inclusion
- Implications on different models of disability
- How do models of disability relate to practice?
- Current issues in SEN and early Years

## Module Learning Outcomes

**On successful completion of the module, students will be able to:**

1. Critically analyse national and international policies for inclusion and diversity, making relevant links to research.
2. Demonstrate an awareness of current social, global and/or SEN issues into how children and their families are supported in Early Childhood contexts.
3. In the context of child, family and education settings, demonstrate the ability to critically appraise potential barriers faced by groups at risk of discrimination, marginalisation and/or exclusion.
4. Demonstrate an ability to generate a report based on investigation and analysis, forming balanced conclusions.

## Module Assessment

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Coursework</th>
<th>Exam</th>
<th>In-Person</th>
</tr>
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<tr>
<td>1-4</td>
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## Breakdown Learning and Teaching Activities

<table>
<thead>
<tr>
<th>Learning Activities</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Scheduled Learning (SL) includes lectures, practical classes and workshops, peer group learning, Graduate+, as specified in timetable</td>
<td>36</td>
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<tr>
<td>Directed Learning (DL) includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning, as directed on VLE</td>
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<td>Private Study (PS) includes preparation for exams</td>
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<td>Total Study Hours:</td>
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