

## MODULE SPECIFICATION FORM

Module Title: Equality and Diversity	Level: 6	Credit Value: 20
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Module code: ECS606	Cost Centre: GAEC	JACS2 code: X310
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Semester(s) in which to be offered: 3	With effect from: September 2013
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<b>Office use only:</b> To be completed by AQSU:	Date approved: September 2013
	Date revised: -
	Version no: 1

Existing/New: New	Title of module being replaced (if any):
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Originating Academic area: Childhood and Family Studies	Module Leader: Kate Wagner
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Module duration (total hours) 200	Status: core/option/elective (identify programme where appropriate):  Option
Scheduled learning & teaching hours 42	
Independent study hours 158	

Percentage taught by Subjects other than originating Subject (please name other Subjects):
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Programme(s) in which to be offered:  BA (Hons) Childhood Studies	Pre-requisites per programme (between levels): None
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<b>Module Aims:</b>  This module aims to enable a critical evaluation of contemporary literature, policy and practice in relation to equality and diversity within the children's workforce.
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**Expected Learning Outcomes:**

At the end of this module, students should be able to:

**Knowledge and Understanding:**

- 1) Critically discuss and evaluate the concepts of equality and diversity.
- 2) Demonstrate a critical knowledge and application of legislation and policy and their impact on equality and diversity.
- 3) Reflect critically on the role of the practitioner and strategies that support equality and diversity.

**Key Academic skills:**

Demonstrate academic writing conventions, including use of supporting evidence and Harvard referencing.

**Transferable/Key Skills and other attributes:**

- Effective Communication
- Independent learning
- Evaluation
- Critical thinking
- Research Skills
- Reflective practice
- Analyse concepts, theories and issues of policy

**Assessment:**

Case Study – How can equality and diversity be embedded in to a child centred approach to children’s provision.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting	Duration (if exam)	Word count (or equivalent if appropriate)
1	1,2,3,4	Case Study	100%		4,000

**Learning and Teaching Strategies:**

This module is delivered through e-learning/blended learning

The basis for working with online materials will be through self-directed study, regular online communication with tutors/peers and work-based tasks. Each module will consist of sessions whereby the students are introduced to appropriate content through reading, watching

videos, screencasts, listening to podcasts, and accessing suitable web resources. Students are directed towards and supported to access journal articles and e-books through Athens. Students are encouraged to interact with each other and tutors through a range of communication tools. Each tutor would be expected to engage students using chat forums, live chat sessions, e-mail, Moodle messaging, wiki pages, interactive quizzes and web conferencing. Students are enabled to communicate with each other and to form a community of practice using a variety of the above tools.

Students on a blended learning route will cover 4 hours of taught material by e-learning as above and 2 hours discussion/exploration of topics in the classroom, per week.

### **Syllabus outline:**

The syllabus outline has been presented as a broad set of questions for the lecturer and students to answer together using the most up-to-date materials available. This recognises that knowledge, theory, concepts and practice will change over the life span of this course and the content used to answer the questions below should be revised each year as appropriate.

This module will support students to explore the following questions:

- 1) What is meant by the concepts of equality and diversity.
- 2) How is diversity and equality represented and supported through relevant legislation and policy.
- 3) What is the role of the practitioner in providing an inclusive approach.
- 4) What are the strategies that support diversity and equality in inclusive child-centred practice.

In exploring these questions this module will consider:

- Exploring notions of equality, diversity, inclusion and anti-discrimination to investigate important issues in current practice with young children.
- Critically reviewing key legislation and policy including the UNCRC,
- Focusing on such issues as gender, children's participation and rights, ethnicity, faith, social disadvantage, social class and culture.
- Engaging with differing perspectives on equality, diversity and inclusion, and in examining and developing personal professional perspectives
- Asking what constitutes good inclusive practice
- Exploring strategies through the different concepts and theoretical critiques, the problems and contradictions inherent in the concepts themselves and the issues and problems that arise from putting them into practice.

### **Bibliography**

Books marked with an \* are currently available for students to access via Athens

#### **Essential reading:**

Brown, B. (1998), *Unlearning Discrimination in the Early Years*. Trentham Books Ltd.

Robinson, K. and Jones Diaz, C. (2005), *Diversity and Difference in Early Childhood Education: Issues for Theory and Practice*. Buckingham: Open University Press\*

**Other indicative reading:**

Baldock, P. (2010), *Understanding Cultural Diversity in the Early Years*. Sage: London.

Griffin, S. (2008), *Inclusion, Equality and Diversity in Working with Children*. London: Heinemann.

Lindon, J. (2012), *Equality and Inclusion in the Early Years*. Second Edition. Hodder Education Ltd.

Nutbrown, C. and Clough, P. (2006), *Inclusion in the Early Years: Critical Analysis and Enabling Narratives*. Thousand Oaks: Sage Publications.

Robinson, K. H. (2006), *Diversity and Difference in Early Childhood Education: Issues for Theory and Practice*. New York: Open University Press.

Rodgers, A. and Wilmott, E. (2011), *Inclusion and Diversity in the Early Years*. Practical Pre-School Books.

**Journals:**

British Journal of Special Education

Child Development – Society for Research in Child Development

Child: Care Health and Development

Childhood – A journal of Global Child Research

Child Right

Early Years Educator

European Early Childhood Education Research Journal

Educational Research

Early Years - An International Research Journal

Education 3-13

International Journal of the Sociology of the Family

Journal of Early Childhood Research