MODULE SPECIFICATION PROFORMA

Module Title:	Inclusion and Diversity	Level: 5	Credit Value: 20

Module code: EDC 518	Cost Centre: GAEC	JACS3 code: X300

Trimester(s) in which to be offered: 1/2	With effect from: September, 2014

Office use only: To be completed by AQSU:	Date approved: September 2010 Date revised: May 2014 Version no: 2

Existing/New: New	Title of module being replaced (if any): EDC507 Inclusion

Originating Academic area:	Childhood and Family Studies	Module Leader	Paula Hamilton

Module duration (total hours)	200	Status: core/option/elective (identify programme where appropriate):	Core – BA (Hons) Families and Childhood Studies
Scheduled learning & teaching hours	40		Core – BA (Hons) Education and Childhood Studies
Independent study hours	135		
Placement hours	25		

Programme(s) in which to be offered: BA (Hons) Families and Childhood Studies BA (Hons) Education and Childhood Studies	Pre-requisites per programme (between levels): None

Module Aims:

To develop awareness of issues relating to inclusion, equality and diversity and the role played by the practitioner in promoting understanding and respect. To provide an opportunity for students to reflect upon and evaluate their own values and beliefs and how these might affect their practice.

Intended Learning Outcomes

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

1. Critically evaluate the concepts of inclusion, diversity and equality.
2. Demonstrate an awareness of key initiatives, policies and legislation linked to inclusion equality and diversity.
3. In the context of child, family and education settings, critically appraise potential barriers faced by groups at risk of discrimination, marginalisation and/or exclusion.
4. Reflect critically on strategies that support inclusion, equality and respect for diversity, including the role of the practitioner.

Key skills for employability:

1. Written, oral and media communication skills (*)
2. Leadership, team working and networking skills
3. Opportunity, creativity and problem solving skills (*)
4. Information technology skills and digital literacy (*)
5. Information management skills (*)
6. Research skills (*)
7. Intercultural and sustainability skills (*)
8. Career management skills
9. Learning to learn (managing personal/professional development, self-management) (*)
10. Numeracy

Assessment:

1. Essay linked to the critical discussion of inclusion, equality and diversity in the context of work with children, young people and families.

2. Poster appraising the barriers faced by a marginalised group and which outlines strategies to address these issues.

Both elements must be attempted

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting	Word count (or equivalent if appropriate)
1	1,2,4	Essay	50%	2,000
2	3,4	Poster Presentation	50%	c2,000

Learning and Teaching Strategies:

Sessions will comprise of the presentation of information, case studies, practical activities, external speakers, review of DVD material and peer group discussion.

Syllabus outline:

- Key concepts of inclusion, equality and diversity (e.g. theories of prejudice; stereotypes; binaries; ethnocentrism; dominant discourses; power relations)
- Development of values and beliefs, and how prejudiced views, stereotypes and unjust practices can be challenged
- Evaluate one's own values and beliefs and how these might impact practice
- Identify those most at risk of marginalisation and/or exclusion and evaluate practices, procedures and policies to eliminate/reduce discriminatory barriers.
- Aspects of diversity (e.g. gender; ethnicity/culture; religion; English as an Additional Language; socio-economic status; gifted learners; special educational needs and disability).
- Role of the practitioner in promoting understanding, respect and tolerance of inclusion, diversity and equality.
- The significance of key legislation and policies linked to inclusion and equality (e.g. United Nations Convention of the Rights of the Child; Human Rights, Equality Act 2010; National Inclusion Agenda; Poverty Strategy).

Bibliography

Essential reading:

Knowles, G. and Lander, V. (2011), *Diversity, Equality and Achievement in Education.* London: Sage

Richards, G. and Armstrong, F. (eds) (2011), *Teaching and Learning in Diverse and Inclusive Classrooms: Key Issues for New Teachers.* London: Routledge.

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

Other indicative reading:

Cole, M. (2012), *Education, Equality and Human Rights: Issues of Gender, Race, Sexuality, Disability and Social Class.* Third Edition. London: Routledge.

Department for Children, Education, Lifelong Learning and Skills (2008), *Personal and Social Development, Well-Being and Cultural Diversity: 3-7 Foundation Phase.* Cardiff: Welsh Assembly Government.

Knowles, G. (eds) (2011), *Supporting Inclusive Practice.* Second Edition. Suffolk: David Fulton Publishers.

Knowles, G. and Holmstrom, R. (2013), *Understanding Family Diversity and Home-School Relations.* Oxon: Routledge.

Smith, E. (2012), *Key Issues in Education and Social Justice.* London: Sage.

Journals:

Education 3-13
International Journal of Inclusive Education
Pastoral Care in Education