

Module Code:	EDC628
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Module Title:	Social Justice, Equality and Welfare
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Level:	6	Credit Value:	20
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Cost Centre(s):	GAEC	JACS3 code:	X310
		Hecos code:	100456

School:	Social and Life Sciences	Module Leader:	Kelly Smith
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Scheduled learning and teaching hours	24 hrs
Guided independent study	176 hrs
Placement	0 hrs
Module duration (total hours)	200 hrs

Level	Credit volume	Overall learning hours	Contact learning hours	Independent learning hours
Level 3	20 credits	200 hrs	40	160
Level 4	20 credits	200 hrs	36	164
Level 5	20 credits	200 hrs	30	170
Level 6	20 credits	200 hrs	24	176
Level 7	20 credits	200 hrs	21	179

Programme(s) in which to be offered (not including exit awards)	Core	Option
BA (Hons) Childhood, Welfare and Education	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>

Pre-requisites
None

Office use only

Initial approval: 21/06/2018

With effect from: 23/09/2019

Date and details of revision:

Version no: 1

Version no:

Module Aims

This module aims to explore the importance of social justice, equality and diversity in relation to children and childhood in society. You will examine the legal context of social justice, equality and diversity, nationally and internationally, and develop an understanding of how these are implemented across society, and in the spaces and places of childhood. You will investigate how children are positioned in education and care within the social system and how these positions impact upon how they experience and come to know equality. You will critically reflect on your day-to-day practice and personal attitudes in relation to prejudices, oppression and discrimination.

Intended Learning Outcomes

Key skills for employability

- KS1 Written, oral and media communication skills
- KS2 Leadership, team working and networking skills
- KS3 Opportunity, creativity and problem solving skills
- KS4 Information technology skills and digital literacy
- KS5 Information management skills
- KS6 Research skills
- KS7 Intercultural and sustainability skills
- KS8 Career management skills
- KS9 Learning to learn (managing personal and professional development, self-management)
- KS10 Numeracy

At the end of this module, students will be able to		Key Skills	
1	Critically evaluate the concepts of social justice, equality and diversity.	KS1	KS5
		KS3	KS6
		KS4	KS9
2	Critically analyse social justice, equality and diversity legislation and policy.	KS1	KS5
		KS3	KS6
		KS4	KS9
3	Critically explore strategies to promote social justice, equality, diversity within an anti-discriminatory framework for practice in education and welfare.	KS1	KS6
		KS3	KS8
		KS4	KS9
		KS5	
4	Reflect critically on the role of the practitioner and practical strategies for change and ways of effectively challenging discrimination in a variety of different contexts.	KS3	KS6
		KS4	KS8
		KS5	KS9
5	Research local effective practice in your particular setting.	KS1	KS5
		KS2	KS6
		KS3	KS8
		KS4	KS9

Transferable skills and other attributes

- Effective Communication
- Time management
- Organisational skills
- Personal and professional reflection
- Application of theory to practice
- Independent learning
- Problem solving
- Effective writing skills
- Analyse concepts, theories and issues of policy in relation to practice.
- Evaluation
- Critical thinking

Derogations

None

Assessment:

Indicative Assessment Tasks:

Essay: A critical discussion of ways in which social justice, equality and diversity might be embedded into 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	1,2,3,4,5	Essay	100		4000

Learning and Teaching Strategies:

Students access the course through a virtual learning environment (Moodle). Each module follows the same structure to enable consistency and involves students in a process of learning new content, discussing content to deepen understanding and reviewing knowledge before moving to the next session. The students are introduced to content through a variety of means designed to enhance access for students with additional learning needs. This could include reading (with audio where possible), watching videos (with transcripts where possible), screencasts, listening to podcasts, and accessing suitable web resources. Students are directed towards and supported to access journal articles and e-books through Resource Finder.

The basis for working with online materials will be through self-directed study, regular online communication with tutors/peers and a work-based portfolio. 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, 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.

This module may also be delivered using blended learning, whereby aspects of the course may be taught in the classroom (i.e. Saturday Study Day) in combination with online learning.

Syllabus outline:

The syllabus outline has been presented as a 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 as 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:

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

In exploring these question, this module will consider:

- Exploring notions of social justice, 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.

Indicative Bibliography:

Essential reading

Robinson, K. H. and Jones Diaz, C. (2017), *Diversity and Difference in Early Childhood Education: Issues for Theory and Practice*. Second Edition. New York: Open University Press.

Thompson, N. (2016), *Anti-Discriminatory Practice: Equality, Diversity and Social Justice*. Sixth Edition. London: Palgrave Macmillan.

Other indicative reading

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

Curtis, W., Ward, S., Sharp, J. and Hankin, L. (Eds.) (2014), *Education Studies: A Values Based Approach*. Third Edition. London: Sage.

Devarakonda, C. (2014), *Diversity and Inclusion in Early Childhood*. London: Sage.

Richards, G. and Armstrong, F. (eds.). (2016), *Key issues for teaching assistants: working in diverse and inclusive classrooms*. London: Routledge.

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

Trussler, S. and Robinson, D. (2016), *Inclusive Practice in the Primary Classroom*. London: Sage Publications Ltd.

Journals

British Journal of Special Education
Child Development – Society for Research in Child Development
Child: Care Health and Development
Child Right
Early Years Educator
European Early Childhood Education Research
Education 3-13
International Journal of the Sociology of the Family
Journal of Early Childhood Research

Websites

BERA

<https://www.bera.ac.uk/group/social-justice>

Equalities and Human Rights Commission

www.cehr.org.uk

Joseph Rowntree Foundation

www.jrf.org.uk