

MODULE SPECIFICATION PROFORMA

<b>Module Title:</b>	Social Justice, Equality and Welfare	<b>Level:</b>	6	<b>Credit Value:</b>	20
----------------------	--------------------------------------	---------------	---	----------------------	----

<b>Module code:</b>	EDC628	<b>Is this a new module?</b>	YES	<b>Code of module being replaced:</b>	NA
---------------------	--------	------------------------------	-----	---------------------------------------	----

<b>Cost Centre:</b>	GAEC	<b>JACS3 code:</b>	X310
---------------------	------	--------------------	------

<b>Trimester(s) in which to be offered:</b>	1	<b>With effect from:</b>	September 18
---	---	--------------------------	--------------

<b>School:</b>	Social & Life Sciences	<b>Module Leader:</b>	Kate Wagner
----------------	------------------------	-----------------------	-------------

Scheduled learning and teaching hours	48 hrs
Guided independent study	128hrs
Placement	24 hrs
<b>Module duration (total hours)</b>	200 hrs

<b>Programme(s) in which to be offered</b>	Core	Option
BA (Hons) Childhood, Education and Welfare	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>

<b>Pre-requisites</b>
None

Office use only

Initial approval December 16

APSC approval of modification *Enter date of approval*

Have any derogations received SQC approval?

Version 1

Yes  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

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/key skills and other attributes			
<ul style="list-style-type: none"> <li>• Effective Communication</li> <li>• Time management</li> <li>• Organisational skills</li> <li>• Personal and professional reflection</li> <li>• Application of theory to practice</li> <li>• Independent learning</li> <li>• Problem solving</li> <li>• Effective writing skills</li> <li>• Analyse concepts, theories and issues of policy in relation to practice.</li> <li>• Evaluation</li> <li>• Critical thinking</li> </ul>			

**Derogations**

None

**Assessment:**

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.

Work-based learning is an important and integral part of each module. Students are supported throughout to make links between the module content and their professional practice. This is facilitated informally through a variety of communication methods integrated within each session and formally through an assessed piece of work.

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.

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

**Websites**

BERA

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

Equalities and Human Rights Commission

[www.cehr.org.uk](http://www.cehr.org.uk)

Joseph Rowntree Foundation

[www.jrf.org.uk](http://www.jrf.org.uk)