

## MODULE SPECIFICATION PROFORMA

Module Title: Inclusion and Diversity	Level: 5	Credit Value: 20
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Module Code: EDC518	Cost Centre: GAEC	JACS3 Code: X300
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Trimester(s) in which to be offered: 1/2	With effect from: September, 2015
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<b>Office use only:</b> To be completed by AQSU:	Date approved: September 2015 Date revised: - Version no: 1
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Existing/New: Existing	Title of module being replaced (if any): EDC518 Inclusion and Diversity
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Originating School: Social and Life Sciences	Module Leader Paula Hamilton
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Module duration (total hours) 200	Status: core/option/elective (identify programme where appropriate):  Core – BA (Hons) Families and Childhood Studies Core – BA (Hons) Education and Childhood Studies Core – BA (Hons) Education (ALN/SEN) Core – BA (Hons) Education (CS+P)
Scheduled learning & teaching hours 40	
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 BA (Hons) Education (ALN/SEN) BA (Hons) Education (CS+P)	Pre-requisites per programme (between levels):  None
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<b>Module Aims:</b> 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.
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### **Intended Learning Outcomes**

*At the end of this module, using academic writing conventions, including Harvard referencing, 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 the role of the practitioner and strategies that support inclusion, equality and respect for diversity.

### **Assessment** (both elements must be attempted):

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.

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. Students will be expected to make full use of the University's library and VLE to enhance their study.

### **Syllabus Outline:**

- Key concepts of inclusion, equality and diversity (e.g. theories of prejudice; stereotypes; binaries; ethnocentrism; dominant discourses; human rights; 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; more able and talented 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:

Devarakonda, C. (2013), *Diversity and Inclusion in Early Childhood*. London: Sage.

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. and Jones Diaz, C. (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.

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

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.

Paechter, C. (2007), *Being Boys, Being Girls: Learning Masculinities and Femininities*. Berkshire: Open University Press.

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