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Module Code:	EDN502
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Module Title:	Inclusion and Diversity
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Level:	5	Credit Value:	20
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Cost Centre(s):	GAEC	JACS3 code:	X300
		HECoS code:	100462

Faculty	SLS	Module Leader:	Dai Thomas
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Scheduled learning and teaching hours	30 hrs
Placement tutor support	0hrs
Supervised learning eg practical classes, workshops	0 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
Total contact hours	30 hrs
Placement / work based learning	
Guided independent study	170 hrs
Module duration (total hours)	200 hrs

Programme(s) in which to be offered (not including exit awards)	Core	Option
BA (Hons) Working with Children and Families	<input type="checkbox"/>	✓
BA (Hons) Education	<input type="checkbox"/>	✓
BA (Hons) ALN/SEND	<input type="checkbox"/>	✓

Pre-requisites
None

Office use only		
Initial approval:	03/04/2020	Version no: 1
With effect from:	01/09/2020	
Date and details of revision:		Version no:

Module Aims

The module aims to develop student's awareness of issues relating to inclusion, equality and diversity and the role and responsibilities of the practitioner in promoting understanding and respect for all learners and members of the community. The module will provide the opportunity for students to reflect upon and evaluate their personal values and beliefs and how these may have an impact upon their practice.

Module Learning Outcomes - at the end of this module, students will be able to

1	Identify and discuss the concepts of inclusion, equality and diversity.
2	Demonstrate an understanding of the key local and national initiatives, policies and legislation which link to and promote inclusion, equality and diversity.
3	To analyse and evaluate the range of barriers within society and education settings faced by those who are at risk of discrimination, marginalisation and exclusion.
4	Evaluate a range of strategies that support and facilitate inclusion, equality and respect for diversity within society and education settings.
5	Critically reflect upon and discuss the role of the practitioner in supporting inclusion, equality and respect for diversity.

Employability Skills The Wrexham Glyndŵr Graduate	I = included in module content A = included in module assessment N/A = not applicable
CORE ATTRIBUTES	
Engaged	I
Creative	
Enterprising	
Ethical	I A
KEY ATTITUDES	
Commitment	A
Curiosity	I A
Resilient	
Confidence	A
Adaptability	A
PRACTICAL SKILLSETS	
Digital fluency	
Organisation	A
Leadership and team working	
Critical thinking	A

Emotional intelligence	A
Communication	A
Derogations	
N/A	

Assessment:			
Indicative Assessment Tasks:			
<p>Participants will be required to complete a poster presentation of up to 4000 words or equivalent.</p> <p>1. Students are to produce an A2 sized poster which provides an overview of the module Learning Outcomes as relevant to their context. It is expected the poster will cover:</p> <ul style="list-style-type: none"> What is inclusion and diversity? Related policy/legislation The barriers faced by those at risk of discrimination Supporting strategies The role of the practitioner <p>Students will deliver a 10 minute presentation answering a question or statement drawing on the content of the poster to support their argument.</p>			
Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1, 2, 3, 4, 5	Poster Presentation	100%

Learning and Teaching Strategies:			
<p>The module will be delivered using an interactive, reflective approach drawing upon the experiences of the participants and examination of the social context of curricular policies and decisions.</p> <p>A variety of learning and teaching strategies may be used to include a selection from:</p> <ul style="list-style-type: none"> • Lectures • Workshops • Blended learning • Group activities/practical tasks • Individual and group tutorials <p>Each module will be supported by a Moodle module space in line with the University minimum requirements.</p>			

Syllabus outline:

The following provides an indicative module content:

- Key concepts of inclusion, equality and diversity (e.g. theories of prejudice; stereotypes; ethnocentrism; dominant discourses; human rights; power relations)
- Development of values and beliefs, and how prejudiced views, stereotypes and unjust practices can be challenged.
- To evaluate one's own values and beliefs and how these might impact practice.
- To identify those members of society who are most at risk of exclusion, marginalisation and discrimination and to evaluate strategies, practice procedures and policies to eliminate/reduce discriminatory barriers.
- To consider aspects of diversity (e.g. gender; sexuality; ethnicity/culture; religion; English as an Additional Language; socio-economic status; more able and talented learners; special educational needs and disability).
- The role of the practitioner in promoting understanding, respect and tolerance in education settings and the impact upon inclusion, equality and respect for diversity in society.
- 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; Poverty Strategy).

Indicative 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) (2016), *Teaching and Learning in Diverse and Inclusive Classrooms: Key Issues for New Teachers*. 2nd ed. Oxon: Routledge.

Robinson, K. H. and Jones Diaz, C. (2016), *Diversity and Difference in Childhood: Issues for Theory and Practice*. 2nd ed. Milton Keynes: Open University Press.

Other indicative reading

Cole, M. (2018), *Education, Equality and Human Rights: Issues of Gender, Race, Sexuality, Disability and Social Class*. 4th ed. Oxon: Routledge.

Curtis, W., Ward, S., Sharp, J. and Hankin, L. (eds) (2014), *Education Studies: An Issue Based Approach*. 3rd ed. London: SAGE.

Indicative Bibliography:

Knowles, G. (eds) (2018), *Supporting Inclusive Practice and Ensuring Opportunity is Equal for All*. 3rd ed. Oxon: Routledge.

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

Nutbrown, C. and Clough, P. (2013), *Inclusion in the Early Years*. 2nd ed. London: SAGE.

Recchia, S.L. and Lee, Y. (2013), *Inclusion in the Early Childhood Classroom: What Makes a Difference?* New York: Teachers College.

Journals:

Education 3-13

International Journal of Inclusive Education

Pastoral Care in Education