Module Code:	EDS510

Module Title:	Inclusion, Equality and Diversity

Level:	5	Credit Value:	20

Cost Centre(s):	GAPE	JACS3 **code**: Hecos code:	X300 100462

Faculty:	Social & Life Sciences	Module Leader:	David Thomas

Scheduled learning and teaching hours	30 hrs
Guided independent study	170 hrs
Placement	0 hrs
Module duration (total hours)	200 hrs

Programme(s) in which to be offered (not including exit awards)	Core	Option
FdA Learning Support	✓	☐
	☐	☐
	☐	☐

Pre-requisites

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.

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	Identify and discuss the concepts of inclusion, equality and diversity.	KS1	
		KS6	
2	Demonstrate an understanding of the key local and national initiatives, policies and legislation which link to and promote inclusion, equality and diversity.	KS1	
		KS4	
		KS6	
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.	KS1	
		KS3	
4	Evaluate a range of strategies that support and facilitate inclusion, equality and respect for diversity within society and education settings.	KS1	
		KS4	
		KS3	
5	Critically reflect upon and discuss the role of the practitioner in supporting inclusion, equality and respect for diversity.	KS1	KS8
		KS4	
		KS9	
6			
Transferable skills and other attributes			

- Communication.
- Sharing ideas.
- Improving own learning and performance.
- Evaluation and reflection.
- Analytical and problem solving skills.
- Working with others.

Derogations

None

Assessment:

Indicative Assessment Tasks:

Students will complete two assessment tasks:

(A) A poster presentation – students will present a poster in an online forum and provide formative feedback for the posters of three peers on the module. The poster will consider the range of strategies used within their setting and critically reflect upon their role as a practitioner in supporting and facilitating inclusion, equality and respect for diversity.

(B) A case study which considers the barriers faced by a marginalised group and the legislation and potential strategies which protect their rights and support and facilitate their inclusion, equality and respect for diversity.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	4, 5	Poster Presentation	50%		c1000 words
2	1, 2, 3	Case Study	50%		2000 words

Learning and Teaching Strategies:

Sessions will include the presentation of information, case studies, practical activities, external speakers and peer group discussion. Students will be expected to make full use of the University's library and VLE to enhance and support their study.

Syllabus outline:

- Key concepts of inclusion, equality and diversity (e.g. theories of prejudice, stereotype and power relations)
- Development of values and beliefs and how prejudiced views and stereotypes are formed and how such practices can be challenged
- To evaluate practitioner's personal beliefs, how these have been informed and their influence upon 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 reduce such barriers
- To consider aspects of diversity (e.g. gender, sexuality, ethnicity, culture, EAL, socio-economic status, MAT, ALN, SEN 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.

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) (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