

**MA EDUCATION  
ALL-WALES MODULE TEMPLATE**

<b>Faculty/School/College</b>	All institutions: Aberystwyth University Bangor University Cardiff Metropolitan University Swansea University University of Wales Trinity Saint David University of South Wales Wrexham University		
<b>Module Title</b>	Equity and Diversity	<b>Module Code</b>	EDW707
<b>Level</b>	7	<b>Credits</b>	20
<b>Type of Module</b>	Optional	<b>Method of Delivery</b>	Blended
<b>Formal Contact Hours</b>	22	<b>Total Notional Hours</b>	200
<b>Placement Learning Hours</b>	0	<b>Independent Learning Hours</b>	178
<b>Delivery Location</b>	All institutions	<b>Evaluation Method (for Governance)</b>	<i>PTES Institutional Programme Monitoring</i>
<b>Cost Centre</b>	All institutions	<b>HECOS code</b>	100459

**Module Synopsis to be printed in the catalogue**

This module aims to develop students' understanding of equity, diversity and the impact of inequalities on educational outcomes and experiences. It will provide opportunities for students to develop an advanced evidence-informed understanding of the dimensions of diversity within contemporary Welsh society and across international contexts and settings. The module will require students to think critically about the forms of inequality within contemporary education and to engage in contested debates about how education systems identify inequalities and employ evidence-informed strategies for addressing inequalities. The module will allow students to reflect critically on debates about the role played by the education system in addressing inequalities and inequities.

This module is an optional module that will be delivered in part-two of the taught phase of the degree. The module is optional for the National MA Education (Wales). The target audience for this module will be educators working in different sectors and settings. The module will relate theory and practice concerning equality, equity and diversity in education. Students will have an opportunity to reflect upon their own practice through the lens of the inclusive educational practitioner. International perspectives will be addressed through exploration and examination of the United Nations Sustainable Development Goals that underpin national policies.

<b>Is there a placement component to the module? Please provide details.</b>	No
<b>Will the module be delivered in collaboration with another organisation? Please provide details.</b>	All institutions
<b>What percentage of the module will be taught in Welsh? Please outline examples, e.g. mentorship or personal tutoring, etc)?</b>	100%

<b>Module Aims</b>
<p>This module aims:</p> <ol style="list-style-type: none"> <li>1. To develop students' understanding of equity, diversity and the impact of inequalities on educational outcomes and experiences.</li> <li>2. To develop a critical understanding of the mechanisms underpinning inequality, stereotyping, prejudice and discrimination.</li> <li>3. To enhance understanding of how to identify inequality, prejudice and discrimination in educational settings and to consider strategies to reduce or mitigate them.</li> <li>4. To consider the international evidence base concerning inequality and inequity in education.</li> </ol>
<b>Module Intended Learning Outcomes</b>
<p>By the end of the module the student should be able to:</p> <ol style="list-style-type: none"> <li>1. Explore and analyse the contested definitions of inequality, inequity and diversity.</li> <li>2. Critically examine how social inequality is (re)produced in society and the role that education plays in that re-production.</li> <li>3. Analyse theories of prejudice and discrimination and examine the application of these theories to educational settings.</li> <li>4. Critically explore the challenges of, and potential solutions to, prejudice and discrimination in a variety of educational settings.</li> </ol>
<b>Relevant Programme Outcomes</b>
<p>K1. An in-depth, systematic and advanced knowledge of the complexity and multi-faceted nature of education, both in their own context and beyond.</p> <p>K2. A critical evaluation of current policy, theoretical and practice-based perspectives at a local, national and international level.</p> <p>K3. A critical reflection and interpretation, synthesis and application of knowledge and research in their own professional contexts.</p> <p>K4. A comprehensive, critical evaluation and synthesis of relevant literature.</p> <p>K8. The ability to communicate accurately and clearly to a wide range of audiences.</p> <p>S1. Apply engagement with theory and evidence to develop new personal and professional perspectives of own professional practice.</p> <p>S2. Arrive at evidence-informed conclusions relating to complex issues in education in general, and in their area of professional practice in particular.</p> <p>S3. Evaluate own learning needs in order to set and review own professional learning objectives.</p> <p>S4. Apply systematic approaches to critically evaluate their own practice in relation to the Professional Standards for Teaching and Learning (2017).</p> <p>S8. Develop clear and appropriate writing styles in Welsh or English, which are accessible to a range of audiences.</p> <p>S9. Apply their knowledge, understanding and transferable skills to engage with, support and where appropriate, to influence others.</p>
<b>Transferable/Employability/Graduate Skills</b>
<p><i>I = included in module content; A = included in module assessment; N/A</i></p>

Master's degrees are awarded to students who have demonstrated:

1. A systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice.

**Students will be assessed for their knowledge and critical awareness relating to the module topic. All students will be expected to relate this to their own practice.**

2. A comprehensive understanding of techniques applicable to their own research or advanced scholarship, and;
3. Originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline.

**Students will be introduced to, and expected to engage critically with, the core literature, evidence and techniques for enquiry in relation to the module topic. This is in order to demonstrate the appropriate application of research and scholarship in their own practice and their critical evaluation of the same, in order to arrive at an ever-deeper understanding of the topic as it applies to professionals.**

4. Conceptual understanding that enables the student:
  - to evaluate critically current research and advanced scholarship in the discipline
  - to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.

**Students will be supported to build skills in relation to critical analysis and develop a critical appreciation of the evidence they have engaged with in order to conceptualise and apply the knowledge in this topic to their own practice, and to develop their own theories of action in relation to the topic.**

Typically, holders of the qualification will be able to:

1. Deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences.

**Students will be encouraged to understand that there are no 'right answers' in their discipline and that effective professional practice involves making judicious decisions on their own account, using evidence to guide their choices and using reflection to evaluate them. In the course of their practice, students will be encouraged to ensure that their use of their growing knowledge base enables them not only to develop as professionals, but also to work with peers, learners, parents and carers, ensuring that they can communicate effectively with a range of audiences.**

2. Demonstrate self-direction and originality in tackling and solving problems and act autonomously in planning and implementing tasks at a professional or equivalent level.

**Assessments are all designed to require students to show how they are able to problematise their practice, and how they can use evidence, action planning and reflection to solve problems both autonomously and in collaboration with peers.**

3. Continue to advance their knowledge and understanding, and to develop new skills to a high level.  
**All module content is intended to challenge students to reconsider what they think they know, to adopt critical mindsets and to be ready to adapt what they do, in light of the new knowledge and understanding they encounter during the module.**

4. Qualities and transferable skills necessary for employment requiring:
  - the exercise of initiative and personal responsibility
  - decision-making in complex and unpredictable situations
  - independent learning ability

**Throughout the module, students will be encouraged to:**

- a. Form conclusions about their own practice such that they become more confident in making decisions with, and in the absence of, all of the information they need.
- b. Be reflective such that they can take responsibility for the decisions they make.
- c. Understand where they can turn to in order to further inform their decision-making.

### Syllabus – Indicative Content

This module will cover the following areas:

- Theories of Diversity and Equality.
- Sociological and Psychological theoretical frameworks in respect of Diversity and Equality.
- The Dimensions of Educational Equality and Inequality in Contemporary Education.
- Poverty, Deprivation and Educational Equality.
- Gender, Equality, Equity and Education.
- Equality, Language, Rights and Education – critical engagement with evidence, policy and practice in Welsh-medium and bilingual education, and Welsh language development in English-medium contexts, as well as consideration of English and Welsh as Additional Languages (EWAL).
- Families, Education and Equality.
- Equality, Diversity and the Curriculum.
- Equalities Legislation and Policy in Wales.
- Intercultural Competence and Tolerance.

### Learning and Teaching Delivery Strategies/Methods

*(SCHEDULED: lecture, seminar, tutorial, project supervision, demonstration, practical classes, workshops, supervised time in studio/workshop, fieldwork, external visits. NON-CONTACT: guided independent study; PLACEMENT: work-based learning; placement; year abroad)*

Method	Rationale	Type of Contact (scheduled/ guided independent study/placement)	Total hours
Lectures	Students will engage in lectures and workshops, face-to-face and online, to explore and examine the key concepts in this module.	Scheduled	16
Seminars	Seminars will encourage students to build confidence and deepen their understanding of the concepts being taught in smaller groups. Approaches to seminar delivery will include 'flipped learning approaches' whereby students interrogate key issues before further exploration with their peers, supported by course tutors, as well as Problem-Based Learning and challenge-based learning approaches.	Scheduled	6

Self-Directed Tasks and Individual Study Time	Between scheduled sessions, students will have opportunities to engage in wider reading, undertake independent tasks to test out ideas and to build confidence in their own professional practice.	Independent	178
<b>Required Reading</b>			
<ul style="list-style-type: none"> <li>- Banks, J. A. &amp; Banks, C. A. M. (Eds.). (2019). <i>Multicultural education: Issues and perspectives</i>. Tenth Edition. Indianapolis: John Wiley &amp; Sons.</li> <li>- Schuelka, M. J., Johnstone, C. J., Thomas, G., &amp; Artiles, A. J. (Eds.). (2019). <i>The SAGE Handbook of Inclusion and Diversity in Education</i>. London: SAGE Publications Limited.</li> </ul>			
<b>Recommended Further Reading</b>			
<ul style="list-style-type: none"> <li>- Baker, Colin (2014). <i>A parents' and teachers' guide to bilingualism</i>. Bristol: Multilingual Matters.</li> <li>- Cole, M. (ed.) (2017). <i>Education, Equality and Human Rights</i>. Fourth Edition. London: Routledge.</li> <li>- Conteh, J. (2019). <i>The EAL Teaching Book: Promoting Success for Multilingual Learners</i>. Third Edition. London: Learning Matters.</li> </ul>			
<b>Recommended Journal:</b> Equity & Excellence in Education (Open Access), Taylor and Francis.			
<b>Please provide details of inclusive learning and teaching approaches/access to specialist requirements.</b>			
<p>All teaching materials will be available on the VLE.</p> <p>All handouts, presentations and online course materials will use high-contrast text/ background colours and legible fonts.</p> <p>The module will explore different perspectives within and outside the UK and develop the students' critical thinking and awareness of different perspectives on issues relating to diversity in ethnicity, culture and nationality.</p>			
<b>Assessment &amp; Feedback</b>			
<b>Method of Moderation to be used</b>		Moderation by sampling of the cohort.	

Assessment Methods					
Assessment Code and Method	Learning Outcomes to be met	Duration/Length of Assessment Method	Weighting of Assessment (%)	Threshold	Approximate Date of Submission
WRIT1 Essay that focuses on tackling inequality and inequity within education.	All	4000 words	100	50	End of Easter. (Approximately April 30 <sup>th</sup> )

#### Rationale for Assessment

Assessments are designed to ensure parity of provision and experience for all students. All students will benefit from formative feedback throughout the module, which will be bespoke to their needs. Students will complete the same summative assessment per module.

#### Rules for Multiple Assessments

There are no multiple assessments for this module.

#### In what ways will students receive feedback on assessed work, including formal examinations?

Turnitin	Feedback against the assessment rubric and a word bank. Use of feedback box on Turnitin (with an option for three minutes of verbal feedback as appropriate). Marks to be returned via Turnitin.
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#### Please provide details of inclusive assessment provision/access to specialist requirements. This should include details of alternative assessment which may be undertaken by students with specific requirements.

Students will be able to submit assignments in a format that is adapted to their individual needs where an Individual Support Plan (or other local equivalent) is in place, or where appropriate reasonable adjustments have been negotiated. This may include additional time for completion of assignments, support with reading and/or academic writing and access to assessment rubrics in various formats (electronic, large print, specific fonts). All students are also able to submit applications for extenuating/mitigating circumstances as required throughout completion of the module.

#### Please provide details of how students would redeem a failure in the module.

All students have two opportunities to retrieve a failure in a module (second and third attempts are capped at 50%). No further retrieval opportunities will be offered.

Other Information		
Are there any pre- or co-requisites for this module?	No	
Programme(s) in which to be offered (not including exit awards)	Core	Option
National MA Education (Wales)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Completion as a standalone module leads to WU Certificate of Continuing Education	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
For what teaching & learning activities do you intend to use e-learning? Please add specific requirement as appropriate.	All: Face-to-face delivery will be supported by online activities aligned to the module outcomes. This will include directed reading	

	and research tasks with linked discussion forum activities related to research and practice.
<b>For what assessment activities do you intend to use e-learning? E.g. MCQs</b>	None
<b>Maximum number of students that can enroll on the module?</b>	100 per institution
<b>How often will the module run during each session?</b>	Once.
<b>When? (<i>Please note that modules on non-professional programmes must be taught wholly in either semester 1 or semester 2.</i>)</b>	January - April

<b>Does the module replace an existing module?</b>	No
<b>If so which one?</b>	N/A
<b>Date of approval by College Committee</b>	24.4.20

<b>Signature of Chair of College Learning and Teaching Committee</b>	
<b>Modifications</b>	June 2025: approved as standalone module