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# Module specification

## 1. Factual information

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|---|---|---|---|
| **Module title** | NC4205: Principles of Equality, Diversity and Inclusion | | |
| **Module tutor** | Tara Nolty | **Level** | 4 |
| **Module type** | Taught | **Credit value** | 10 |
| **Mode of delivery** | 100% face-to-face | | |
| **Notional learning hours** | 100 notional hours, made up of:<br><br>Lectures: 10 hours<br><br>Guest speakers: 2 hours<br><br>Workshops/Drop-Ins: 3 hours<br><br>Group tutorial: 1 hour<br><br>Independent work: 84 hours | | |

## 2. Rationale for the module and its links with other modules

Equality, equity, diversity and inclusion will be a thread that runs through each module, because understanding children's different characteristics is crucial when supporting not only the child but the family and community. This module will act as a foundation module that will be built upon within NC5205: Promoting Health in Practice. Inclusion in practice. Having a strong understanding of individuality and meeting children's individual needs are pivotal to practice. Self-regulation will also be explored within an inclusive context and how good regulation can support communities and individuals to challenge and overcome bias. This module also interweaves elements for the NC4203: Keeping Children Safe: Safeguarding and Child Protection module, in which the rights and voice of the child will have been explored; these and the individual rights to inclusive practice will be discussed further.

## 3. Aims of the module

Humanity is rich and varied: every individual has their own knowledge, values, experiences and abilities which are to be celebrated and respected. In this module, students will explore the policies that underpin early years practice of equality, diversity and inclusion, what these mean and how practitioners can uphold the rights of children and their families. How children can be educated to value and celebrate diversity and inclusion will form part of this, and students will explore how barriers to inclusion can be overcome to ensure equity for those for whom they will care, whilst also considering notions of anti-bias and anti-discriminatory practice.

**4. Pre-requisite modules or specified entry requirements**

None.

**5. Is the module compensatable?**

Yes – at module level.

**6. Learning, teaching and assessment strategy for the module**

Face-to-face teaching

Seminars

Group work

Research-based tasks

External speakers

**7. Intended learning outcomes** *At the end of the module, learners will be expected to:*

1.      Demonstrate values of equality and equity in early years practice.

2.      Explain the role of legislation in promoting inclusion in practice.

3.      Consider the rights of children and families and challenge barriers to inclusion.

| A: Knowledge and understanding | B: Cognitive skills | C: Practical and professional skills | D: Key transferable skills |
|---|---|---|---|
| A1; A2 | B1 | C1 | D1 |

**8. Indicative content** *This should provide an overview of content over the number of weeks of module delivery*

Week 1: Key legislation, relevant policy and the rights of the child

Week 2: Inclusivity, diversity, equity

Week 3: Inequality, social justice and anti-bias practice with links to self-regulation

Week 4: Barriers and impact of discrimination on children and families

This module provides opportunities for you to evidence the Early Childhood Graduate Practitioner Competencies https://www.ecsdn.org/wp-content/uploads/2021/09/ECSDN-Booket-Rev-July-2020.pdf.

| 9. Assessment |
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**Assessment rationale**

The purpose of this assessment is to explore the topic of inclusion, diversity, equality and anti-bias practice and to think carefully about how these ideas can be discussed with sensitivity to a wide audience in blog form. Students can choose their topic of focus but must consider the rights of children alongside barriers to inclusion in practice.

| Assessment task/s | Weighting | Week submitted | Grading (Pass/Fail or %) | Module Learning Outcome(s) that the assessment task maps to |
|---|---|---|---|---|
| *Blog Post*: Explore practice that promotes inclusion for young children and families<br><br>- 1000 words<br><br>- Reference list | 100% | T1, Week 8 | % | All |

| 10. Teaching staff associated with the module |
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| **Name and contact details** |
| Tara Nolty tara.nolty@norland.ac.uk |

| 11. Core reading list | | | | |
|---|---|---|---|---|
| **Author** | **Year** | **Title** | **Location** | **Publisher** |
| Conn, C. and Murphy, A. | 2022 | *Inclusive Pedagogies for Early Childhood Education: Respecting and Responding to Differences in Learning* | London | Routledge |

| Scorgie, K. and Forlin, C. | 2019 | *Promoting Social Inclusion: Co-creating environments that foster equity and belonging* | Bingley | Emerald Publishing |
|---|---|---|---|---|
| Smidt, S. | 2020 | *Creating an Anti-Racist Culture in the Early Years: An Essential Guide for Practitioners* | Abingdon, Oxon | Routledge |

| **12. Other indicative text (e.g., websites)** |
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Arnott, L. and Wall, K. (2022). *The Theory and Practice of Voice in Early Childhood*. London: Routledge.

Collett, C. (2017). *Disability and Inclusion in Early Years Education*. Abingdon, Oxon: Routledge.

Cronin, M., Argent, K. and Collett, C. (2017). *Poverty and Inclusion in Early Years Education*. Abingdon, Oxon: Routledge

Department for Education (2014). Early Years: Guide to the 0 to 25 SEND Code of Practice. Available at:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/350685/Early_Years_Guide_to_SEND_Code_of_Practice_-_02Sept14.pdf [Accessed on: 02/05/23]

Johnston, C. and Bradford, S. (2022) 'Where are all the men?' working class male students and care-based degrees, Journal of Further and Higher Education, 46:6, 753-765. Available at: 'Where are all the men?' working-class male students and care-based degrees (tandfonline.com)

Price, D. (2018) A practical guide to gender diversity and sexuality in early years. London: Jessica Kingsley Publishers.

United Nations (1989) The United Nations convention on the rights of the child. Available at: https://www.unicef.org.uk/rights-respecting-schools/wp-content/uploads/sites/4/2017/01/UNCRC-in-full.pdf

Wright, S. and Brownhill, S. (2018) Men in Early Years Settings: Building a Mixed Gender Workforce. London:  Jessica Kingsley Publishers

| 13. List of amendments since last (re)validation | | |
|---|---|---|
| Area amended | Details | Date Central Quality informed |
| Section 9 | Change to assessment title to remove reference to 'criticality' as this is not appropriate at level 4 | 19th June 2024 |
| Section 9 | Change to rubrics removing reference to criticality & embedding importance of correct referencing practices | 19th June 2024 |

| Document Control Information | |
|---|---|
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| Date of effect: | As above |
| Frequency of review: | Annually |
| Date of next review: | August 2025 |