Module specification

1. Factual information

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: Lectures: 10 hours Guest speakers: 2 hours Workshops/Drop-Ins: 3 hours Group tutorial: 1 hour 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?

No.

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
Assessment rationale

9. Assessment

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: Critically explore practice that promotes inclusion for young children and families - 1000 words - Reference list	100%	T1, Week 8	%	All

10. Teaching staff associated with the module

Name and contact details
Alex Morfaki alex.morfaki@norland.ac.uk
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)

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]

Price, D. (2018). *A Practical Guide to Gender Diversity and Sexuality in Early Years*. London: Jessica Kingsley Publishers

United Nations (1989). UN 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 [Accessed on: 02/05/23]

13. List of amendments since last (re)validation

Area amended	Details	Date Central Quality informed
Key reading	Update reading list	4 April 2023

Document Control Information

Policy Title:	NC4205 Module specification
Version number:	V3.0/RD/04-09-23
Owner:	Head of Learning, Teaching & Research
Approving Body:	Academic Board
Related Norland Documents:	N/A
Date of approval:	4th September 2023
Date of effect:	As above
Frequency of review:	Annually
Date of next review:	August 2024