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**	20
Mode of delivery	100% face-to-face		
Notional learning hours	200 notional hours, made up of: Lectures: 20 hours Guest speakers: 4 hours Workshops/Drop-Ins: 6 hours Group tutorial: 2 hour Independent work: 168 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.
4. Reflect on the role of the practitioner in promoting and supporting identity in the Early Years.

A: Knowledge and understanding	B: Cognitive skills	C: Practical and professional skills	D: Key transferable skills
A1; A2	B1	C1	D1; D2

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

Week 1: Key legislation and equality and equity (Including Protected Characteristics)
Week 2: Dangers in universalising tendencies and the global agenda for Early Childhood
Week 3: Inclusion and SEND (SEND code of Practice)
Week 4: Identity (Race, class, disability, Intersectionality) (Mid-Module Evaluation)
Week 5: Identity (gender, LGBTQIA+) Formative Assessment
Week 6: Social Justice and barriers to inclusion.
Week 7: Role of the practitioner and the nanny, anti-bias education, empowerment and co-construction.
Week 8: Revision and Assessment prep.
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

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 - 1500 words - Reference list	100%	T1, Week 8	%	All

10. Teaching staff associated with the module

Name and contact details

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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
Derman-Sparks, L. and Olsen Edwards, J.	2020	*Anti-Bias Education for Young Children and Ourselves, Second Edition. Available at: https://research.ebsco.com/linkprocessor/plink?id=a84fd1b5-6e9a-31cc-b892-edb88ac72e95 (Accessed: 17 December 2024).*	Washington, DC	NAEYC
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) (Accessed: 17 December 2024).		Journal of Further and Higher Education
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
Price, D.	2018	*A Practical Guide to Gender Diversity and Sexuality in Early Years*. Available at: https://research.ebsco.com/linkprocessor/plink?id=fc956bbb-fde3-3faa-874c-038892ce1d93 (Accessed: 17 December 2024).	London	Jessica Kingsley Publishers
Wright, S. and Brownhill, S.	2018	*Men in Early Years Settings: Building a Mixed Gender Workforce*	London	Jessica Kingsley Publishers

External Examiner comments: I can see the changes being made here are supportive of the student outcomes. I agree to support this

Aaron Bradbury

12. Other indicative text (e.g., websites) Add reading on Race and Ethnicity, same sex families, gendered practice

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]

Derman and Sparks

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)** (Accessed: 17 December 2024)

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]

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 1	Credit value increased to 20 from 10. Increase of notional hours from 100 to 200, reflecting increases to lectures (from 10 to 20 hours), guest speakers (from 2 to 4 hours), workshops (from 3 to 6 hours), group tutorials (from 1 to 2 hours) & independent work (from 84 to 168 hours).	19/03/2025
Section 7	LO4 added to intended learning outcomes	19/03/2025
Section 8	Indicative content updated	19/03/2025
Section 9	Assessment word count increased from 1000 to 1500	19/03/2025
Section 11	Additions made to core reading list & comment from external examiner included, supporting changes being made	19/03/2025

Document Control Information	
Policy Title:	NC4205 Module specification
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Approving Body:	Assessment Scrutiny Panel
Related Norland Documents:	N/A
Date of approval:	28th February 2025
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