

Module specification

1. Factual information			
Module title	NC4205: Principles of Equality, Diversity and Inclusion		
Module tutor	Tara Noltz	Level	4
Module type	Taught	Credit value	20
Mode of delivery	100% face-to-face		
Notional learning hours	200 notional hours: Module contact hours include lectures and scheduled support sessions, and may include individual and group tutorials, support sessions, workshops and value-added curriculum activities such as external speakers and trips. 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*

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

This module provides opportunities for you to evidence the [Early Childhood Graduate Practitioner Competencies](#).

9. Assessment

Assessment rationale

This assessment is designed to help students approach Equity, Diversity, and Inclusion (EDI) in a more structured and accessible manner, while also encouraging authentic and meaningful engagement with artificial intelligence (AI). It adopts a professionally relevant format that builds upon students' prior academic experiences and frameworks, providing an opportunity to demonstrate their understanding and to engage in thoughtful discussion of EDI principles.

- Equity Audit Reflective Discussion: How do we empower children? List and assess practice that promotes inclusion through the Four Core Goals of Anti-Bias Education (Derman-Sparks & Edwards, 2020)
- Identity How might you support a child in demonstrating self-awareness, confidence, family pride, and positive social identities.

- Diversity How might you help a child express comfort and joy with human diversity, use accurate language for human differences, and form deep, caring connections with others.
- Justice How might you help a child to recognize injustice, appropriately articulate unfairness, and empathize.
- Activism How might you offer a child opportunities to demonstrate empowerment and the skills to act, with others or alone, against prejudice/discrimination

Assessment task/s	Weighting	Trimester submitted	Grading (Pass/Fail or %)	Module Learning Outcome(s) that the assessment task maps to
<i>Reflective Discussion:</i> How do we empower children? - 10 minute discussion - AI generated (student enhanced) Equity Audit - Reference list	100%	T3	%	All

10. Teaching staff associated with the module

Name and contact details

Tara Noltz tara.noltz@norland.ac.uk

11. Core reading list

Author	Year	Title	Location	Publisher
Conn, C. and Murphy, A.	2022	<i>Inclusive Pedagogies for Early Childhood Education: Respecting and Responding to Differences in Learning</i>	London	Routledge
Derman-Sparks, L. and Olsen Edwards, J.	2020	<i>Anti-Bias Education for Young Children and Ourselves, Second Edition.</i> 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, <i>Journal of Further and Higher Education</i> , 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	<i>Promoting Social Inclusion: Co-creating environments that foster equity and belonging</i>	Bingley	Emerald Publishing
Smidt, S.	2020	<i>Creating an Anti-Racist Culture in the Early Years: An Essential Guide for Practitioners</i>	Abingdon, Oxon	Routledge
Price, D.	2018	<i>A Practical Guide to Gender Diversity and Sexuality in Early Years.</i> Available at: https://research.ebsco.com/linkprocessor/plink?id=fc956bbb-fde3-3faa-874c-038892ce1d93 (Accessed: 17 December 2024)	London	Jessica Kingsley Publishers

		2024).		
Wright, S. and Brownhill, S.	2018	<i>Men in Early Years Settings: Building a Mixed Gender Workforce</i>	London	Jessica Kingsley Publishers

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.

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]

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
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	19/03/2025

	examiner included, supporting changes being made	
Section 9	Assessment rationale & format altered	23/07/2025
Section 9	Assessment format changed from presentation to a discussion.	03/07/2026

Document Control Information	
Policy Title:	NC4205 Module specification
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Owner:	Tara Nolty
Approving Body:	Programme & Module Modification Panel
Related Norland Documents:	N/A
Date of approval:	3 rd July 2026
Date of effect:	As above
Frequency of review:	Annually
Date of next review:	July 2027