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| Module Title: | Diversity and Inclusion |
| Language of Instruction: | English |
| Credits: | 5 |
| NFQ Level: | 6 |
| Module Delivered In | 2 programme(s) |
| Teaching & Learning Strategies: | A variety of teaching and learning strategies, including lectures, videos, case studies, class discussions, and written tasks will be used throughout this module. Students active participation will be encouraged to develop analytical and communication skills required throughout all areas of Higher Education. The module will be supported with on-line learning materials through Blackboard and students will be expected to engage in self-directed learning to deepen their understanding of the module |
| Module Aim: | The aim of this module is to enable students to develop knowledge and skills that supports diverse, equitable and inclusive practice in Early Childhood Education in relation to children, their families and practitioners. |
| Learning Outcomes | |
| <i>On successful completion of this module the learner should be able to:</i> | |
| LO1 | Examine the concepts of diversity, equality and inclusion |
| LO2 | Critically discuss the place of legislation and policy in promoting diversity, equality and inclusion |
| LO3 | Explore the principles of gender friendly early childhood settings |
| LO4 | Discuss how diversity, equality and inclusive practices could be implemented in early childhood practice |
| Pre-requisite learning | |
| Module Recommendations | |
| <i>This is prior learning (or a practical skill) that is recommended before enrolment in this module.</i> | |
| No recommendations listed | |
| Incompatible Modules | |
| <i>These are modules which have learning outcomes that are too similar to the learning outcomes of this module.</i> | |
| No incompatible modules listed | |
| Co-requisite Modules | |
| No Co-requisite modules listed | |
| Requirements | |
| <i>This is prior learning (or a practical skill) that is mandatory before enrolment in this module is allowed.</i> | |
| No requirements listed | |

Module Content & Assessment

Indicative Content

Key concepts

Defining diversity, equality and inclusion, the development of the concepts, dimensions of equality, equality versus equity and inclusion versus integration

Policy and legislation

The Equality Act, The UNCRC, Siolta Standard 1, Aistear – Identity and belonging, AIMS, Diversity, Equality and Inclusion Charter and Guidelines for ECCE

Gender Friendly

what is gender, unconscious bias, children's books and films, the toy industry, advertising

Professional practice

The anti-bias curriculum and Tourist Curriculum, creating environments that support diversity, equality and inclusion, recognising challenges to promoting diversity, equality and inclusion in practice, professional codes. The anti-bias curriculum and Tourist Curriculum, creating environments that support diversity, equality and inclusion, recognising challenges to promoting diversity, equality and inclusion in practice, professional codes; article 2 and article 29 of the UNCRC; UNCPD (Convention on Persons with Disabilities), Traveller history (article 30); Traveller Culture and History in Education.

Assessment Breakdown

%

Continuous Assessment

100.00%

Continuous Assessment

| Assessment Type | Assessment Description | Outcome addressed | % of total | Assessment Date |
|-----------------|---|-------------------|------------|-----------------|
| Essay | Two part essay: Part 1: Context for provision of diversity, equality and inclusion in Early Childhood Education Part 2: Critical reflection on provision of diversity, equality and inclusion in Early childhood settings | 1,2,3,4 | 100.00 | n/a |

No Project

No Practical

No End of Module Formal Examination

SETU Carlow Campus reserves the right to alter the nature and timings of assessment

Module Workload

| Workload: Full Time | | |
|----------------------------|--------------------|--|
| <i>Workload Type</i> | <i>Frequency</i> | <i>Average Weekly Learner Workload</i> |
| Lecture | 12 Weeks per Stage | 2.00 |
| Independent Learning | 15 Weeks per Stage | 6.73 |
| Total Hours | | 125.00 |

| Workload: Part Time | | |
|----------------------------|------------------|--|
| <i>Workload Type</i> | <i>Frequency</i> | <i>Average Weekly Learner Workload</i> |
| Lecture | Every Week | 1.50 |
| Independent Learning Time | Every Week | 11.00 |
| Total Hours | | 12.50 |

Module Delivered In

| Programme Code | Programme | Semester | Delivery |
|----------------|---|----------|-----------|
| CW_HWECE_B | Bachelor of Education (Honours) in Early Childhood Education and Practice | 4 | Mandatory |
| CW_HWECE_D | Bachelor of Education in Early Childhood Education and Practice | 4 | Mandatory |