

EDIN C2701: Diversity and Inclusion

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 expected to develop analytical and communication skills required throughout all areas of Higher Education. The module areage 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 The aim of this module the learner should be able to: Con successful completion of this module the learner should be able to: Childhood Education LO1 Examine the concepts of diversity, equality and inclusion Examine the concepts of diversity, equality and inclusion LO2 Critically discuss the place of legislation and policy in promoting diversity, equality and inclusion Examine the area/cal skill that is recommended before enrolment in this module. No tecommendations listed These are modules shill that is recommended before enrolment in this module. No incompatible Modules These are modules listed Co-requisite Modules No incompatible modules listed Req	Module Title	:	Diversity and Inclusion
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EDIN C2701: Diversity and Inclusion

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 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 A	ssessment			
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



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Module Workload

Workload: Full Time		
Workload Type	Frequency	Average Weekly Learner Workload
Lecture	12 Weeks per Stage	2.00
Independent Learning	15 Weeks per Stage	6.73
	Total Hours	125.00
Workload: Part Time		
Workload Type		Average Weekly Learner Workload
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		