Module Specifications: School of Health & Social Sciences

Module Title: Difference and Diversity
Module Code: FDEY02C/ BAEY02C/ BAEY22C

Level: 4
Credits: 15

Pre-requisites: None

Module Description:
This module introduces a key ethical approach to early years care and education which learners need to incorporate into their thinking if they are to be successful contributors to any early years setting. Disability, differences and special educational needs will be explored in relation to the debates on inclusion and exclusion, needs and rights, and the importance of seeing every child as an individual. Working with parents and other professionals will be discussed, as will evaluating practice and provision in their own settings. Students will be encouraged to explore the wide range of resources that exist to support children and settings and to debate ways of making them available.

Indicative Content:
- Defining diversity in the early years context
- Values, ethics and beliefs
- Consider self-identity and self esteem
- The challenge of diversity to the professional and to the setting
- Individual differences
- Behavioural and emotional diversity
- Inclusion and exclusion
- Children’s needs and children’s rights
- The role of the SENCO
- Working with parents & families
- Working with other professionals
- The politics, legislation and initiatives of diversity
- Sources of support, information and resources

Learning and Teaching Methods:
Students will be expected to participate in debates and discussions initiated and often chaired by the module leader. These will be intended to stimulate students into undertaking their own background research and reading. Individual and group tutorials in the latter part of the semester will support the assessment process.
Module Specifications: School of Health & Social Sciences

Specific Learning Resources:

Bibliography

**Highly recommended**

For those in non-school settings:

For those in school settings:

**Recommended**

Save the Children (2000) *Anti-Bias Approaches in the Early Years*, London: Save the Children
Module Specifications: School of Health & Social Sciences

Journals
Special Children
Support for Learning British Journal of Special Education

Background reading

Module Learning Outcomes

Subject Specific Learning Outcomes
On successful completion of this module you will be able to:

| LO1 | Identify sources of support, information and resources about managing diversity in Early Years settings and consider how they can be used. |
| LO2 | Discuss the ethical issues related to difference in relation to personal beliefs and values and the wide diversity of children, parents and families encountered in early years settings |
| LO3 | Evaluate current government legislation and initiatives that impact upon diversity issues |

Assessment Title or element

Assessment details
This is a module that deals with fundamental ethical issues and can ignite strong feelings, and there is an assumption that everyone has something to contribute to this module, either from reading or from experience. Whilst their own workplace/placement will be an important resource, visits to settings other than their own will be encouraged, and input from other professionals in the field may be included.
Module Specifications: School of Health & Social Sciences

Learning and teaching modes
Students will be expected to participate in debates and discussions initiated and often chaired by the module leader. These will be intended to stimulate students into undertaking their own background research and reading. Individual and group tutorials in the latter part of the semester will support the assessment process.

Assessment Criteria
All module assessment requires demonstration that the learning outcomes for this module have been achieved.

Assessment Mode: An essay of 3,000 words

Information correct at point of publication.