

# CERTIFICATE IN DIVERSITY AND INCLUSION IN FURTHER EDUCATION AND TRAINING

## Programme Aims

- Evaluate key theory and knowledge in relation to students with diverse educational needs in a range of FET settings.
- Analyse the principles of universal design for learning (UDL) and evaluate its potential to create a more inclusive environment for every student.
- Assess principles of inclusion and diversity to teaching, learning, and assessment practice that meet the professional standards of FET practitioners.
- Engage in a professional dialogue with peers in the areas of diversity and inclusion that cultivates a continuous professional learning culture within the FET sector.



## Module 1

### EQUALITY, DIVERSITY AND INCLUSION

This module introduces students to issues of educational equality, diversity and inclusion in Ireland and internationally. The module provides an understanding of conceptual understandings of inclusion as well as the legislative and rights perspective on inclusion and exclusion in education. The module provides students with an understanding of how we, as a society, define and view difference by focusing on how systems of education are structured. It highlights the increased diversity in our student population and provides insights into the educational experiences of students with additional learning needs (due to disability, educational disadvantage, ethnicity etc)

## Module 2

### INCLUSIVE PRACTICES USING UNIVERSIAL DESIGN

This module aims to enhance the students knowledge of Universal Design (UD), Universal Design for Learning (UDL), inclusive pedagogy and ragogy within their planning and practices holistically. It focuses on developing the FET practitioners toolkit to critically appraise and embed more inclusive practices to respond to the diversity of their students through a UDL lens. Continual reflection in context , both individually and with students, will be integral to the module.



## Module 3

### SPEAKING TO DIVERSTY

This module has been designed to enable students to continue to develop their explicit reflections on educational discourses, values and professional practice. It will draw on critical pedagogy as a conceptual framework to build on understanding and analysis of the key concepts of equality and diversity as explored in earlier modules. Enabling voice from marginalised communities, and from practitioners, will be key to gaining insight into how student and practitioner agency, resistance and engagement is understood, enabled and impacts inclusive practices.