

National MA Education (Wales)

Term 2 Equity and Diversity: Assignment Brief

The assessment for the Module enables students to meet the following learning outcomes:

Module Intended Learning Outcomes

1. Explore and analyse the contested definitions of inequality, inequity and diversity.
2. Critically examine how social inequality is (re)produced in society and the role that education plays in that re-production.
3. Analyse theories of prejudice and discrimination and examine the application of these theories to educational settings.
4. Critically explore the challenges of, and potential solutions to, prejudice and discrimination in a variety of educational settings.

Assessment: Essay

This module offers one assessment – an essay which is to be submitted shortly after Easter. This is worth 100% of the overall module grade.

To prepare for your Essay:

- Critically reflect on the theories, concepts and ideas presented in Core Strands 1, 2, 3 and 4 and each strand's reading material and critical discussion you have engaged with at each of the National Saturday's.
- Evaluate how your personal beliefs and professional experience might enhance your understanding of inequality, equity and diversity.
- Read and respond to the following statement which focuses on tackling inequality and inequity within education.

Critically explore and evaluate a case study or context from the existing literature where issues of equality, equity and diversity are of significance to educational practice. (4000 words)

Issues within the case study or context relating to equality, equity and diversity should be examined and described in relation to contested definitions of equality and equity and relevant theories of prejudice and discrimination. Students will then need to consider how the specific inequalities identified may be (re)produced socially and the role education plays in this. Links to relevant legislation, policy and practice should be considered. A critical review will be provided of the challenges of successful implementation of strategies and/or policy changes to address the issues identified. These need to be evaluated in relation to their *proposed* application to your specific professional context and in reference to relevant empirical research.

You will not need to collect, analyse or present primary data for this assignment.

Submission deadline: before and up to **11:59** (23:59 hours) by **Thursday, 1 May 2025**.

Assessment and Grading

The Essay submission is worth 100% of the overall module mark. Review the Essay Rubric for detail on how your assignment will be graded, including the assessment criteria, weightings and quality descriptors for each grading band.

To complete your essay:

1. Using the **published literature**, identify a case study or context where issues of equality, equity and diversity are of significance to educational practice. An issue is anything that you think illustrates something related to the core concepts of equality, equity and diversity as applied to education. For example, an issue may be inequitable provision, a lack of equality of opportunity for a specific group of learners, or an example of low levels of diversity are represented in an education related cohort (e.g. teachers of a particular subject or learners accessing an educationally beneficial programme).
2. The case study or context should be identified through sources such as journal articles, national level policy and or policies which address equality, equity and diversity, or a report about a particular school. The selected literature should offer enough detail and data to provide critical insight into the issues. **The case or context can be International or Wales-based.**
3. Elaboration of the case study or context within the essay should move beyond description to demonstrate a sequence of critical **(1) analysis, (2) interpretation, (3) evaluation and (4) explanation.**
4. **Introduce the case study or context** by providing information and data on the characteristics of your case study or context i.e. statistical data, qualitative description.
5. In the description of your study context, **identify the boundaries of the study** i.e. the temporal, geographical, organizational, institutional and other contexts that enable the boundaries to be drawn.
6. The boundaries of the study context will also include the **characteristics of the individuals and groups** who are the focus of your study, including their roles and functions.
7. Identify the **units of analysis** in the study. These could be a child, year group, small groups, learners in subject group, a group of professionals, a department, a school or learners in a wider population.
8. Directly address the contested definitions of equality and equity, applying theoretical lenses based on prejudice and discrimination. **It is important that you discuss a range of relevant theories and at least one theory per concept.** You may find that one or more theories are relevant to more than one concept but you should also aim at applying at least one different theory to each concept. **Consequently, you will discuss at least 3 different theories, one in relation to equality, another in relation to equity, and another in relation to diversity.**
9. Using theory as a framework for analysis, clearly identify the issues in your case study or context, evaluating and interpreting the available data. You must identify **at least three issues** in relation to the core concepts of equality, equity and diversity, i.e. at least one issue relating to equality, one to equity, and one to diversity.

10. Before providing explanation for the approaches to address the identified issues, evaluate the issues. **Each identified issue (equality, equity and diversity) must be matched by the implementation of a strategy or policy change.**
11. Next, **introduce the professional setting you are applying the *proposed* strategies or policy changes to**, which may be your school, college or a particular area of focus/context if you are in a wider professional role. Provide information and data on the characteristics of your professional setting.
12. **Explain the intersections between the *proposed* strategies or policy changes, which will be implemented, and practice** drawing on recent legislation, policy, research evidence and other scholarly sources to both support the rationale and approach to change and any challenges i.e. likely limitations or constraints which will be faced during implementation.
13. Determine whether the proposed strategies or policy changes would work in your professional setting or not. Consider how might they need to be tailored or nuanced to your setting.
14. Whilst you are discussing a specific professional setting in in Wales, **your analysis, interpretation, evaluation and explanation you should move beyond the local professional context to consider evidence and examples at an international level.**

You will not need to collect, analyse or present primary data for this assignment.

National MA Education (Wales)
Term 2 Equity and Diversity: Essay Rubric

Assessment Criteria	Student includes effective analysis of principal features of core concepts and definitions [20%]	Student identifies critical framing of social inequality and critically evaluates current policy, theoretical and practice-based perspectives at a local, national and international level [25%]	Student uses application in educational settings consistent with the theories and analyses the application of the theories [20%]	Student identifies contemporary contextual and wider challenges, and evaluates the potential solutions [20%]	Student communicates and structures content in an appropriate manner for an academic audience [10%]	Referencing [5%]
Grade						
Distinction (70%+)	• Very good standard of critical evaluation and synthesis of available evidence and literature, and identified contested definitions. • Critical engagement with a comprehensive range of research literature. • Thorough understanding and mastery of the subject area.	• Very good evaluation of a complete range of perspectives at a range of scales. • Comprehensive critical assessment of the reproduction of social inequality • Demonstrates robust argument, original synthesis and conclusions.	• Very good power of analysis and application of understanding of theories to professional context and beyond. • Comprehensive critical awareness and reflection demonstrated in nuanced application of knowledge and research in professional context and beyond.	• Very good critical inquiry into contemporary issues and resolves in a variety of educational settings. • Comprehensive critical assessment and evaluation demonstrated in original synthesis and findings.	• Very good in standard of language and expression. • Refined organisation and stylistic quality. • Explains complex ideas effectively. • Can develop and sustain a complex argument.	• Harvard referencing is excellent, and used correctly and consistently throughout the assignment to acknowledge sources clearly. Sources are listed completely, clearly and correctly in the bibliography / reference list.

Merit (60%-69%)	• Good standard of critical evaluation and synthesis of available evidence and literature, and identified contested definitions. • Engagement with a wide range of research literature. • Good understanding and mastery of the subject area.	• Good evidence of evaluation of a wide range of perspectives at a range of scales. • Sustained critical assessment of the reproduction of social inequality • Demonstrates sound argument, consistent synthesis and relevant conclusions.	• Good evidence of analysis and application of understanding of theories to professional context and beyond. • Discernible critical awareness and reflection demonstrated in competent application of knowledge and research in professional context and beyond.	• Good evidence of critical inquiry into contemporary issues and resolves in a range of educational settings. • Credible critical assessment and evaluation demonstrated in consistent synthesis and findings.	• Good standards of language and expression. • Clear planning, structure and style and arguments are easy to follow. • Good use of appropriate signposting to provide a clear argument. • Appropriate and effective links made between paragraphs.	• Harvard referencing practice is good, and used throughout the assignment to acknowledge sources clearly, but with some errors and/or inconsistencies. Sources are generally listed correctly and clearly in the bibliography / reference list, but with some errors.
Pass (50%-59%)	• Satisfactory standard of critical evaluation of available evidence and literature, and identified contested definitions. • Familiarity with a range of research literature. • Partial understanding and mastery of the subject area.	• Satisfactory evidence of evaluation of some perspectives at a narrow range of scales. • Some evidence of appropriate analysis of the reproduction of social inequality. • Arguments mostly appropriately substantiated.	• Satisfactory evidence of some analysis and application of partial understanding of theories to professional context and beyond. • Adequate critical awareness and reflection demonstrated in satisfactory application of evidence in	• Satisfactory evidence of critical inquiry into current issues and solutions in a range of educational settings. • Some evidence of adequate assessment and evaluation, demonstrated in mostly substantiated coverage.	• Satisfactory standard of presentation and accuracy, free of major inaccuracies. • Satisfactory evidence of planning leading to a good structure. • Adequate links made between sections.	• Harvard referencing practice is broadly sound, and used to acknowledge sources, but with a number of recurrent errors and inconsistencies. Sources are listed in the bibliography / reference list with a number of recurrent errors.

			professional context and beyond.			
Fail (0-49%)	• Very little or no critical evaluation of available evidence and literature, and limited awareness or discussion of contested definitions. • Limited awareness of relevant research literature. • Limited evidence of understanding of the subject area and or evidence of misconceptions and errors.	• Largely descriptive narrative and limited unsupported generalisations. • Little or no evaluation. • Little understanding of the arguments presented in the literature.	• Largely descriptive analysis and limited or no application of theory. • Inability to analyse and reflect critically. • Little or no application of knowledge in professional contact or beyond.	• Largely descriptive inquiry and limited or no identification of current issues and solutions in educational settings. • Little or no assessment or evaluation. • Little or no development of substantiated arguments.	• Very little or no evidence of planning and poor structure. • Little or no evidence of signposting and links between sections to provide a cohesive argument. • The presentation is very weak, contains many inaccuracies.	• Harvard referencing practice is poor, with sources acknowledged in an inconsistent and/or incoherent manner. Bibliography / reference list is highly inconsistent, with errors throughout, and may be incomplete.