Module Descriptor

Title	Equality, Diversity & Inclusion		
Session	2026/27	**Status**	Existing
Code	HURM10008	**SCQF Level**	10
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	Business & Creative Industries		
Module Co-ordinator	S Hofmann		

Summary of Module

The aim of this module is to provide learners with a fundamental understanding of equality, diversity and inclusion in an organisational context, including policy approaches, support and the elimination of barriers for minority people. The module also provides a foundational discussion around key elements that aim at advancing the equality agenda, including the following:

- Introduction & Fundamental Ideas & Concepts within EDI;
- Elementary Arguments for EDI (i.e. Legal Requirement; Social Obligation; Organisational Success);
- Organisational Approaches towards EDI (i.e. Organisational Support; Policy Approaches; Recruitment & Talent Management).

The module is designed in a flexible manner, around three scheduled workshops, fostered by weekly support drop-in sessions — ideal for students in full-time employment.

Module Delivery Method	**On-Campus**	**Hybrid**	**Online**	**Work -Based Learning**
		x		

Campuses for Module Delivery	Ayr Dumfries	Lanarkshire London Paisley x	Online / Distance Learning Other (specify)

Terms for Module Delivery	Term 1	x	Term 2	x	Term 3	x
Long-thin Delivery over more than one Term	Term 1 – Term 2		Term 2 – Term 3		Term 3 – Term 1	

Learning Outcomes	
L1	Critically define and evaluate fundamental theoretical concepts within the equality, diversity and inclusion debate;
L2	Assess elementary arguments for equality, diversity and inclusion along the lines of the legal, social justice and business case;
L3	Demonstrate the ability to identify and critically evaluate organisational approaches towards the equality, diversity and inclusion agenda;
L4	Demonstrate the ability to critically self-reflect on key behaviours and abilities helping to eliminate potential barriers to EDI in organisations.
L5	

Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	**During completion of this module, there will be an opportunity to achieve core skills in:**
Knowledge and Understanding (K and U)	Knowledge and critical understanding of the development of theoretical approaches in equality, diversity and inclusion. Knowledge and critical understanding of the development of empirical research in equality, diversity and inclusion.
Practice: Applied Knowledge and Understanding	Interpreting and explaining complex equality, diversity and inclusion concepts and their application to organisational contexts. Developing solutions to complex equality, diversity and inclusion problems and their relevance in organisational contexts.
Generic Cognitive skills	Critically define, conceptualise and analyse complex equality, diversity and inclusion problems and issues, identifying flaws in arguments and justifying analysis. Retrieving, interpreting and manipulating secondary information from a variety of sources, including academic research publications and electronic sources.

Communication, ICT and Numeracy Skills	Communicating effectively and appropriately in speech and writing. Making effective use of information retrieval systems and use information technology applications to present documents in an appropriate form.
Autonomy, Accountability and Working with Others	Working effectively, together with others in groups or teams, taking a leadership role where appropriate. Systematically identifying and addressing their own learning needs both in current and in new areas, making use of primary equality, diversity and inclusion source materials as appropriate.

Prerequisites	**Module Code**	**Module Title**
	Other	
Co-requisites	**Module Code**	**Module Title**

Learning and Teaching	
In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours. In line with UWS' Curriculum Framework, providing a flexible, student-centred and inclusive approach to learning and teaching, the module has been designed around the delivery of engaging, activity- and discussion-based workshops, nurtured by meaningful online content, including short videos, reading materials, quizzes, etc. This is further supported by the assessment approach adopted, enabling students to develop both academic and employability-focused knowledge and skills within the key areas of the module content.	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Laboratory/Practical Demonstration/Workshop	36
Independent Study	164

TOTAL	200

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Kirton, G. and Greene, A.M., (2022), The Dynamics of Managing Diversity: A Critical Approach", 5th Edition, Routledge, London Details of further resources, including textbooks, journals and online resources will be identified at the beginning of each delivery in the module handbook and made available via the VLE.
(N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements
In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time. **For the purposes of this module, academic engagement equates to the following:** Students are academically engaged if they are regularly attending the on-campus lectures/tutorials/workshop. Also, they need to engage with the AULA site regularly to access to the teaching materials and complete assessments and submit these on time. Students should also reference the 'BCI Guidance on Implementation of the Revised Student Attendance and Engagement Procedure' which details the School attendance and engagement requirements and how this will be monitored for attendance

Equality and Diversity
The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code. To meet the diverse needs of our student body, we are dedicated to adapting learning experiences where required. This personalised one-to-one approach ensures that all students can succeed, regardless of their background or circumstances. By embracing and promoting these principles, we aim to cultivate a learning community where everyone feels valued, supported, and empowered to achieve their full potential.
(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	Management, Organisations and People
Overall Assessment Results	**Graded**
Module Eligible for Compensation	**No** **If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.**
School Assessment Board	Management, Organisations and People
Moderator	E Tzouramani
External Examiner	S Singh
Accreditation Details	The module is accredited by the Chartered Institute of Personnel and Development (CIPD).
Module Appears in CPD catalogue	**No**
Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
100% of the overall marks will be accounted for by one written report.

Assessment 2
Assessment 3
(N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed. (ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Component 1							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Written Report	x	x	x	x		100	3

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
n/a							
Combined total for all components						100%	3 hours

Change Control

What	When	Who
No changes	04/2025	Dr. Silvio Hofmann
DC advised by UL that assessments/two components changed to one assessment as a written report 100%.	27/5/26	Dr E. Tzouramani