Module Descriptor

Title	Managing Equality and Diversity		
Session	2026/27	**Status**	Existing
Code	HURM10004	**SCQF Level**	10
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Business and Creative Industries**		
Module Co-ordinator	Professor Mohammed Ishaq		

Summary of Module

This module is essentially an introduction to the field of equality and diversity. The module's main aim is to provide students with a fundamental understanding and awareness of Equality, Diversity and Inclusion (EDI) within the context of the United Kingdom. The module will explore key concepts and debates surrounding EDI and analyse the current state of the equality and diversity landscape within the UK, especially within a labour market, workplace and organisational context. There will also be an exploration of the rationale behind the promotion of EDI and the use of equality legislation by successive governments to manage diversity and reduce inequalities. To reflect the module's connection to the field of human resources, the module content will primarily aim to focus on the workplace and employment aspects of EDI, including organisational policies and practices to manage diversity.

Module Delivery Method	**On-Campus[1]** ☒	**Hybrid[2]** ☒	**Online[3]** ☐	**Work -Based Learning[4]** ☐
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☐ Lanarkshire ☐ London ☒ Paisley	☐ Online / Distance Learning ☐ Other (specify)	

Terms for Module Delivery	Term 1	☐	Term 2	☒	Term 3	☐

[1] Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

[2] The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

[3] Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

[4] Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Demonstrate the ability to define and critically evaluate the key concepts of equality, diversity and inclusion in varying contexts
L2	Assess the implications of UK Equality legislation on public, private and third sector organisations
L3	Understand and critically analyse the importance of the social justice and business case for promoting equality and diversity
L4	Evaluate the feasibility of and justification for equality, diversity and inclusion in a business and organisational environment.
L5	Critically analyse the ways in which organisational equality, diversity and inclusion policies and practices are developed.

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)	**SCQF 10** 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. Knowledge and critical understanding of current theoretical and empirical debates in equality, diversity and inclusion.
Practice: Applied Knowledge and Understanding	**SCQF 10** Interpreting and explaining complex equality, diversity and inclusion concepts. Developing solutions to complex equality, diversity and inclusion problems. Retrieving, interpreting and manipulating primary and secondary information from a variety of sources including electronic sources.
Generic Cognitive skills	**SCQF 10** Critically define, conceptualise and analyse complex equality, diversity and inclusion problems and issues, identifying flaws in arguments and justifying analysis. Bringing together information from a variety of sources, including academic research publications.
Communication, ICT and Numeracy Skills	**SCQF 10** Communicating effectively and appropriately in speech and writing. Interpreting complex primary materials. 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	**SCQF 10** 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 Students must be enrolled on the BA(Hons) Business & HRM or BA(Hons) People Management.	
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.

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
Please select	
Please select	
Please select	
Please select	
TOTAL	200

Indicative Resources
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 and Inclusion: 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 Aula/myUWS.
(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.

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 People**
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☐ **Yes** ☒ **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	Dr Aleksandra Webb
External Examiner	Souyma Singh
Accreditation Details	The module is accredited by the Chartered Institute of Personnel and Development (CIPD).
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
60% of the overall marks will be accounted for by a formal test undertaken in class under exam conditions. Given that this assessment is aimed at testing students' knowledge and understanding of the entire module content, it is reasonable to suggest that all the learning outcomes are being assessed in this assessment.

Assessment 2
40% of the overall marks will be accounted for by a group presentation. Given that the brief for this assessment requires students to undertake a range of tasks in preparation and to demonstrate an awareness of all module topics, it is reasonable and justified that all learning outcomes are being assessed.
Assessment 3
N/A
(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**
Class test (closed book)	☒	☒	☐	☒	☒	60	1

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Group presentation	☒	☒	☒	☒	☒	40	3

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
n/a	☐	☐	☐	☐	☐		
Combined total for all components						100%	4 hours

Change Control

What	**When**	**Who**