Module Descriptor 2023/24

Title of Module: Managing Equality & Diversity			
Code: HURM10004	**SCQF Level:** (Scottish Credit and Qualifications Framework)	**Credit Points: 20**	**ECTS: 10** (European Credit Transfer Scheme)
School:	School of Business Creative Industries		
Module Co-ordinator:	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		
Face-To-Face	Blended	Fully Online
✓	✓	

Face-To-Face
Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.

Fully Online
Instruction that is solely delivered by web-based or internet-based technologies. This term is used to describe the previously used terms distance learning and e learning.

Blended
A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment activities, student support and feedback. A programme may be considered "blended" if it includes a combination of face-to-face, online and blended modules. If an online programme has any compulsory face-to-face and campus elements it must be described as blended with clearly articulated delivery information to manage student expectations

Campus(es) for Module Delivery					
The module will **normally** be offered on the following campuses / or by Distance Learning (D/L) (ie.Virtual Campus): (Provided viable student numbers permit)					
Paisley:	Ayr:	Dumfries:	Hamilton:	D/L Virtual Campus:	Other:
✓					

Course Reference Numbers (CRNs) (if known)					
Paisley:	Ayr:	Dumfries:	Hamilton:	D/L Virtual Campus:	Other:

TBC					

Trimester(s) for Module Delivery

(Provided viable student numbers permit).

Trimester 1	Trimester 2	Trimester 3
	✓	

Learning Outcomes: (maximum of 5 statements)

At the end of this module the student will be able to:

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 Level 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 Level 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 Level 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 Level 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 Level 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.

Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	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: —

* Indicates that module descriptor is not published.

Learning and Teaching

In line with UWS' Curriculum Framework, providing a flexible and hybrid, 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 approach creates more flexibility for students, while also enhancing deeper learning through engagement with peers and teaching staff, both online and in the classroom. This is further supported by the assessment approach adopted, enabling students to develop both academic and employability-focused knowledge and skills within equality, diversity and inclusion — all aligned to the overarching purpose and aims of the programme.

Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	Student Learning Hours (Normally totaling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Laboratory/Practical Demonstration/Workshop	36
Independent Study	164
	200 Hours Total

**Indicative Resources: (eg. Core text, journals, internet access)

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:
  Kirton, G. and Greene, A.M., (2016), "The Dynamics of Managing Diversity: A Critical Approach", 4th 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 Requirements

In line with the Academic Engagement and Attendance Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on Moodle, and complete assessments and submit these on time. Please refer to the Academic Engagement and Attendance Procedure at the following link: Academic engagement and attendance procedure

Programme Board (Previously Subject Development Group (SDG)/LTC)	Management, Organisations and People
Assessment Results (Pass/Fail)	No
Subject Panel	Management, Organisations and People
Moderator	Silvio Hofmann
External Examiner	Soumya Singh
Accreditation Details	The module is accredited by the Chartered Institute of Personnel and Development (CIPD).
Changes/Version Number	1

Assessment: (also refer to Assessment Outcomes Grids at end of document)
70% of the overall marks will be accounted for by an individual written assessment.
30% of the overall marks will be accounted for by one group presentation.   Individuals who fail to engage in/pass this instrument of assessment will be required to undertake an individual written assessment at the next available opportunity.
(N.B. (i) **Assessment Outcomes Grids** for the module (one for each main assessment category) can be found at the end of this descriptor 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 Handbook.)

Assessment Outcome Grids (Footnote A.)

Assessment Category 1							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Presentation	✓	✓	✓			70	0

Assessment Category 2							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Portfolio of written work				✓	✓	30	3
Combined Total For All Assignment Categories						100	3

Footnotes:
A. Referred to within Assessment Section above
B. Identified in the Learning Outcome Section above

Note(s):
More than one assessment method can be used to assess individual learning outcomes.
Schools are responsible for determining student contact hours. Please refer to University Policy on contact hours (extract contained within section 10 of the Module Descriptor guidance note).
This will normally be variable across Schools, dependent on Programmes &/or Professional requirements.

Equality and Diversity
The Equality, Diversity and Human Rights policy underpins student engagement. We aim to make UWS a fair and equal place to study an institution which addresses specific issues covering all aspects of equality, diversity and human rights. Where required module assessment will be adapted to meet student requirements. UWS Equality and Diversity Policy
(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)