

MODULE SPECIFICATION PROFORMA

<b>Module Title:</b>	Regional and International Equality and Diversity	<b>Level:</b>	5	<b>Credit Value:</b>	20
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<b>Module code:</b>	SOC531	<b>Is this a new module?</b>	Yes	<b>Code of module being replaced:</b>	
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<b>Cost Centre:</b>	GASY	<b>JACS3 code:</b>	L420
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<b>Trimester(s) in which to be offered:</b>	1, 2	<b>With effect from:</b>	September 16
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<b>School:</b>	Social & Life Sciences	<b>Module Leader:</b>	Dr Ann Hynes
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Scheduled learning and teaching hours	60 hrs
Guided independent study	140 hrs
Placement	0 hrs
<b>Module duration (total hours)</b>	200 hrs

<b>Programme(s) in which to be offered</b>	Core	Option
BA (Hons) Public and Social Policy	<input checked="" type="checkbox"/>	<input type="checkbox"/>

<b>Pre-requisites</b>

Office use only

Initial approval August 16

APSC approval of modification *Enter date of approval*

Have any derogations received SQC approval?

Version 1

Yes  No

**Module Aims**

- Analyse the concepts of equality and diversity at global levels
- To enable students to assess the impact of societies on each other in terms of equality and diversity
- To analyse various approaches to equality and diversity at global levels

**Intended Learning Outcomes**

Key skills for employability

- KS1 Written, oral and media communication skills  
 KS2 Leadership, team working and networking skills  
 KS3 Opportunity, creativity and problem solving skills  
 KS4 Information technology skills and digital literacy  
 KS5 Information management skills  
 KS6 Research skills  
 KS7 Intercultural and sustainability skills  
 KS8 Career management skills  
 KS9 Learning to learn (managing personal and professional development, self-management)  
 KS10 Numeracy

At the end of this module, students will be able to

Key Skills

1	Assess different approaches to equality & diversity.	KS1	KS7
2	Understand the relationship between theory and practical application of public and social policies.	KS4	KS6
		KS6	KS1
3	Illustrate the extent to which global societies are being shaped by cultural influences, including colonialism and major world religions.	KS2	KS7
4	Assess the impact of changing attitudes towards equality and diversity on government policy.	KS4	KS7
		KS2	
5	Identify the link between equality, discrimination and environmental issues, such as sustainable development.	KS7	KS3
6	Assess the impact of international protection of characteristics.	KS4	KS5

Transferable/key skills and other attributes

- Research and study skills

- Critical thinking skills
- Communication skills
- Problem Solving skills.
- IT skills
- Reflection on learning

**Derogations**

NA

**Assessment:**

Assessment 1: Poster: International treaty of choice and applicability to people in or coming to UK

Assessment 2: Case study: Equality & diversity in the workplace: Based on the organisation chosen for WBL element in Understanding Organisations module, students will evaluate the effectiveness of its equality and diversity policy and/or practices in the wider context of global developments.

Formative assessment: Opportunity will be scheduled for peer feedback on poster and opportunity for in-class feedback on case study evaluation.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	2,3,4,5,6	Poster Presentation	50%	+ 15mins	
2	1,2,4	Case Study	50%		2,000 words

**Learning and Teaching Strategies:**

Formal lectures, discussions, working in groups, peer learning through presentations and self-directed study. Students will be expected to read and discuss designated articles within directed private study time, and this will also be facilitated on the VLE (Moodle).

**Syllabus outline:**

In this module the students acquire a knowledge and understanding of how societies are being influenced, and in many cases, transformed by the influence of other cultures via the mass media, religious values, cultural influences and economic power. Students will understand that equality and diversity are dynamic concepts which evolve and the rate of evolution can be inhibited or driven by global perspectives and international policy-making.

Topics will include:

Inward and outward/national and global perspectives and orientations;

- Key drivers and inhibitors of social and societal development;
- Key issues/problems within diverse societies;
- Problem-resolution strategies;

- Societal 'learning' and development;
- Values and responsibilities: the individual in / and society;
- The European and international dimension of policy-making about equality and diversity.

**Bibliography:**

**Essential reading**

- Clapham, A. (2015) Human Rights: A Very Short Introduction, Oxford University Press Oxford; 2 edition
- Healy, G., Kirton, G. and Noon, M. (Eds), (2010), Equality, Inequalities and Diversity: Contemporary Challenges and Strategies (Management, Work and Organisations). Palgrave Macmillan

**Other indicative reading**

- Banting, K. and Kymlicka, W. (2006). Multiculturalism and the welfare state: recognition and redistribution in contemporary democracies. Oxford: OUP.
- Baylis, J., Smith, S., & Owens, P. (2010) The Globalization of World Politics: An Introduction to International Relations. New York: Oxford University Press.
- Craig, G., Gordon, D., & Burchardt, T. (eds) (2008) Social Justice and Public Policy: Seeking Fairness in Diverse Societies. Bristol: Polity Press.
- Dunne, T., Kurki, M. and Smith, S. (2016). International relations theories: discipline and diversity. Oxford: OUP.
- Jogo, J. (2016). Equality and Diversity. Kindle edition.
- Kumra, S. and Manfredi, S. (2012). Managing Equality and Diversity: Theory and Practice, Oxford University Press, USA
- Rowntree, L., Lewis, M., Price, M., and Wyckoff, W. (2011). Diversity amid globalization: world regions, environment, development. Pearson.
- Scholte, J. (2005) Globalisation: a critical introduction. (2nd Edition) Basingstoke: MacMillan.
- Smith, R. (2014). Textbook on international human rights. 6<sup>th</sup> edition. Oxford: OUP.