

Equality, Diversity and Sustainable Development

7.1 Module Overview									
Module Number		Module Title	Equality, Diversity and Sustainable Development						
Stage of Principal Programme			Award	Semester	1	Duration (Weeks F/T)	12	ECTS	5
Mandatory / Elective (M/E)	M	Hours of Learner Effort / Wee	2						
Analysis of required hours of learning effort									
Teaching and Learning Modalities						✓ if relevant to this module	Approx. proportion of total (hours)		
Contact Hours									
In person face-to-face				✓		24			
Synchronous									
Indirect/Non-Contact									
Asynchronous									
Work Based									
Other:				✓		101			
<ul style="list-style-type: none"> Independent reading, engagement with VLE, research and preparation of assessments 									
Total						125			

Pre-Requisite Module, if any. Module # and Title	N/A
Co-Requisite Module, if any. Module # and Title	N/A
Maximum number of learners per instance of the module	60
Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff working in this module.	
Role e.g., Tutor, Mentor, Lecturer, Research Supervisor, etc.	Qualifications & experience required
Lecturer	A minimum level 9 qualification in Social Care /Social Science or closely cognate area
	Staff - Learner Ratio X:Y
	1:60

Assessment Techniques – percentage contribution				
Continuous Assessment	100%	Proctored Exam – in person		Practical Based Skills
Project		Proctored Exam - online		Work Based
Capstone (Y/N)?	N	If Yes, describe		

7.2 Minimum Intended Module Learning Outcomes (MIMLOs)	
On completion of this module a learner will be able to:	Related MIPLO #
1. Critically evaluate the relationship between Equality, Diversity and Sustainability within the context of the UN Sustainable Development Goals.	1
2. Demonstrate an in-depth knowledge of the complex social, economic, and cultural challenges societies face including poverty, migration, conflict, human rights abuses and climate change.	4, 5
3. Critically analyse the key concepts of sustainable wellbeing and sustainable communities as the relate to professional practice.	1

4. Demonstrate skills in community profiling and its impact on design and provision of support services at local level.	4, 5, 7
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7.3 Indicative Module Content, Organisation and Structure

This module aims to provide learners with an introduction to equality, diversity and their role within sustainability efforts. The module will examine current debates, policies, and theories of equality and diversity using the Sustainable Development Goals (SDGs) as a framework. To do so, it will engage with a broad range of issues, including human development, respect for human rights, democracy and peacebuilding, as well as environmental sustainability.

This module will provide learners with knowledge of equality and diversity issues and will examine empowerment, equality and participation and examine the societal challenges presented in each of the SDGs and relate its importance to Professional Social Care Practice and working towards building sustainable and resilient communities. One of the underlying principles of the module is that knowledge and exposure to the 'lived experience' of peoples' situations promotes a richer understanding of complex issues and an ability to relate it to Professional Social Care Practice.

Indicative Module Content:

The module is broken into three sections; 1) Equality and Diversity; 2) Citizenship and the Sustainable Development Goals; and 3) From Knowledge to Action. This structure of the module helps learners to engage in non-linear learning, and benefit from knowledge transfer across each section.

1. Equality and Diversity

- Origins and legacy of attitudes and beliefs in relation to responses to 'difference' and 'the other'.
- An examination of the 'normative' experiences of excluded minority groups and will inspect both structural and agency responses to 'difference'.
- Theories of Equality, Equality Legislation, nine grounds of discrimination.
- Legislative, social and political progress in meeting the needs of groups traditionally discriminated against.
- Categories of social identity and organisation ('Race', Ethnicity, Gender, Class, Sexual Orientation, Age, Disability, Religion).
- Critical analysis of the 'lived experience' of excluded and marginalized individuals and groups.

2. Citizenship and the Sustainable Development Goals

- SDGs (Sustainable Development Goals) and global challenges for education: planet, people, peace and partnerships
- Global Development Education across contexts and institutions

3. From Knowledge to Action

- Best practice approaches in promoting inclusivity with an emphasis on critical reflection.
- The Case Study Method
- Community Profiling

7.4 Work-based learning and practice-placement (if applicable)

N/A

7.5 Specific module resources required (if applicable)

N/A

7.6 Application of programme teaching, learning and assessment strategies to this module

Teaching and Learning objectives are to:

- Promote deep learning through learner engagement, interactivity, groupwork
- Support inclusive teaching through Universal Design for Learning (UDL), EDI and inclusive curricula

- Provide opportunities for collaborative learning making use of different learning spaces in the College

Assessment Strategy

The module teaching and learning strategy is based on the core objectives of enabling learners to develop knowledge of civic engagement for social change while simultaneously fostering skills and competencies in project development and evaluation. The module is also focused on the development of learner capacity to acquire self-awareness, to engage in critical reflection and to demonstrate a commitment to inclusion and ethical practice in a political, social and community context. Consequently, the teaching and learning strategy adheres to the philosophy and practice of transformative, collaborative and critically reflective learning approaches, inclusive of the following methods:

Activity-based strategies that allow learners to engage in individual or group learning opportunities through project planning (e.g. report writing) and content creation (e.g. written/digital content), Lectures, peer learning achieved through face-to-face classroom discussion, presentations and interactive group discussion, group exercises, case studies, video.

An important part of the learning and teaching approach for this module is applying Concepts to Empirical Case Studies:

Development and Sustainability Discourse; Global Poverty & Poverty Reduction; Human Rights; Sustainable Development; Gender Equality; Human Trafficking; Migration Management; Environment; Conflict and Development; Security and Militarization; Ethnic Conflict

7.7 Summative Assessment Strategy for this module

<i>MIMLOs</i>	<i>Technique(s)</i>	<i>Weighting</i>
3, 4	Response Paper	50%
1, 2	In-class Presentation	50%

7.8 Sample Assessment Materials

This module will be assessed in two parts:

Response paper (2,000 words) (50%)

Students are asked to develop a response paper to a reported* contemporary challenge relating to the movement of people. The paper should address the difficulties and dilemmas associated with causes, consequences, and the meaningful participation and voice on issues of sustainability, inclusion, equality and equity, migration, inequality, trauma.

*Reported = Documentary, Extended News Report, Written Account, NGO presentation/Case Study etc.

In-class Poster Presentation (50%)

Using the Sustainable Development Goals, learners will be asked to present in Poster format at least 3 key challenges facing a local community of their choice with reference to support service response and the potential role of the Social Care Worker.

POSTER REQUIREMENTS

- Use PosterBuzz or similar PowerPoint- based template
- Include images to illustrate.
- Identify 3 specific SDG that become the focus of the poster.
- Provide a short list of key references (Harvard style)
- Posters will become part of an overall digital display and you should be able to provide background information on your poster as part of a Q and A.
- You will be provided with further in-class supports with examples

Marking of assessments will be in line with the Marking Assessment Guidelines as outlined in Section 3.3 of the College's [Regulations in Relation to Assessment and Standards](#) unless otherwise indicated

7.9 Indicative reading lists and other information resources

Resource list:

- Baker, J., Lynch, K., Cantillon, S., and Walsh, J. (2004). *Equality from Theory to Action*. Basingstoke: Palgrave, Macmillan.
- Dabiri E (2021) *What White People Can Do Next – From Allyship to Coalition*. UK: Random House, Penguin.
- Fanning, B. (2012). *Racism and Social Change in the Republic of Ireland*, (2nd Edition). Manchester: Manchester University Press. (updated Sept 2018 – available on-line)
- Grotti, R. and Fahey M. (2018) *Discrimination and Inequality in Housing in Ireland*. Dublin: ERSI.
- Government of Ireland (2020) *Diversity, Equality & Inclusion Policy*. Dublin: Government Publications.
- Higgins, A; Doyle, L; Downes, C; Murphy, R; Sharek, D; DeVries, J; Begley, T; McCann, E; Sheerin, F and Smyth, S (2016) *The LGBTIreland report: national study of the mental health and wellbeing of lesbian, gay, bisexual, transgender and intersex people in Ireland*. Dublin: GLEN and BeLonG To. [Available at: <https://belongto.org/app/uploads/2018/05/LGBT-Ireland-Full-Reportpdf.pdf>]
- Irish Human Rights and Equality Commission (2023) *Ireland and the Sustainable Development Goals Submission to the 2023 UN High-Level Political Forum on the second Voluntary National Review of Ireland* [Available at: <https://www.ihrec.ie/documents/ireland-and-the-sustainable-development-goals/>]
- Irish Human Rights and Equality Commission. 2nd edition, (2020) *The Equal Status Acts 2000-2018 A guide to your rights if you are discriminated against in accessing goods or services*. [Available at <https://www.ihrec.ie/app/uploads/2022/08/IHREC-Equal-Status-Rights-Leaflet-WEB.pdf>]
- Ledwith M (2020) *Community development: A Critical and Radical Approach*, (3rd edition). London: Policy Press.
- Lynch, K et al., (2009). *Affective Equality: Love, care and injustice*. Basingstoke: Palgrave, Macmillan.
- Thompson, N. (2011). *Promoting equality: working with diversity and difference*. Basingstoke: Palgrave, Macmillan.
- Walsh, A (2017) *Make Minority A Priority National Youth Council of Ireland Research Report*. Dublin: National Youth Council

Journals and web-based resources

- Journal of Social Policy: Irish Journal of Applied Social Studies: Irish Journal of Sociology: Journal of European Social Policy: Journal of Ethnic & Migration Studies*
- ESRI/TCD. (2006-). *Growing Up in Ireland*. Dublin: Department of Children and Youth Affairs
- Climate Justice: <https://www.mrfcj.org/> (Mary Robinson Foundation on Climate Justice)
- Sustainable Development Goals: [Sustainable Development \(un.org\)](https://www.un.org/sustainabledevelopment/)
- Sustainable Development Goals: [THE 17 GOALS | Sustainable Development \(un.org\)](https://www.un.org/sustainabledevelopment/goals/)
- Racism: <https://inar.ie/wp-content/uploads/2019/10/Responding-to-racism-guide-FINAL-2.pdf>
- Diversity and Inclusion: <https://www.health.com/mind-body/health-diversity-inclusion/equity-vs-equality>
- Diversity and Inclusion: <https://www.youtube.com/watch?v=WxayhUzWnI0> - Rory O’Neill/Panti Bliss speech at the Abbey Theatre
- Diversity and Inclusion: https://www.ted.com/talks/_Jenni_Chang_and_Lisa_Dazols_This_Is_What_Lgbt_Life_Is_Like_Around_the_World
- Diversity and Inclusion: https://www.ted.com/talks/chimamanda_ngozi_adichie_we_should_all_be_feminists
- Diversity and Inclusion: <http://www.irishtimes.com/life-and-style/i-had-to-leave-our-country-because-we-are-rohingya-we-are-muslim-1.2975533>
- www.communityworkireland.ie
- www.nwci.ie (National Women’s Council)
- www.equality.ie (Equality Authority in Ireland, info on equality issues)
- www.immigrantcouncil.ie (Immigrant Council of Ireland)
- www.mrci.ie (Migrant Rights Centre, Ireland)
- www.inar.ie (Irish Network Against Racism)