

## Equality and Diversity

<b>Section A: Headline Information</b>	
<b>Module title</b>	Equality and Diversity
<b>Module NFQ level (only if an NFQ level can be demonstrated)</b>	Level 8
<b>Module number/reference</b>	
<b>Module Co-ordinator</b>	Stephanie McDermott
<b>Parent programme(s)</b>	BA (Honours) in Applied Social Studies (Professional Social Care)
<b>Stage of parent programme</b>	Stage 4
<b>Semester (semester1/semester2 if applicable)</b>	Semester 1
<b>Module credit units(FET/HET/ECTS)</b>	ECTS
<b>Module credit number of units</b>	5 ECTS
<b>List the teaching and learning modes</b>	Lectures, tutorials, seminars, debates, role-play, presentations, workshops, web facilitated learning and discussion board
<b>Entry requirements (statement of knowledge, skill and competence)</b>	Successful completion of a BA in Applied Social Studies (Professional Social Care) or equivalent.
<b>Pre-requisite module titles</b>	N/A
<b>Co-requisite module titles</b>	N/A
<b>Is this a capstone module? (Yes or No)</b>	No
<b>Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff (staff includes workplace personnel who are responsible for learners such as apprentices, trainees and learners in clinical placements)</b>	Module co-ordinators, lecturers and tutors must have a minimum Level 9 qualification in the relevant discipline or a closely cognate area. Where experiential learning is at the core of the module the co-ordinator must have appropriate experience in the required skill and practice area. Where external bodies have specific requirements in relation to teaching and practice elements of a programme, these must be met.
<b>Maximum number of learners per module</b>	120
<b>Duration of the module</b>	1 semester
<b>Average (over the duration of the module) of the contact hours per week (see * below)</b>	2 hours
<b>Module-specific physical resources and support required per centre (or instance of the module)</b>	Lecture Hall. Round Tables. Internet Access. Web Research Facilities. Space for movement.
<b>Analysis of required learning effort</b>	
<b>*Effort while in contact with staff</b>	

Classroom and demonstrations		Mentoring and small-group tutoring		Other (specify)		Directed e-learning (hours)	Independent learning (hours)	Other hours (specify)	Work-based learning hours of learning effort	Total effort (hours)
Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner					
24	1: 40					21	80: Reflective Journal: 60 hours Discussion Leader and presentation (Q&A): 20 hours			125 hours
<b>Allocation of marks (within the module)</b>										
				Continuous assessment	Supervised project	Proctored practical examination	Proctored written examination	Total		
<b>Percentage contribution</b>				100%				100%		

<b>Section B: Module Descriptor</b>	
<b>Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall IPLOs</b>	As learners preparing to work with socially excluded individuals and communities, learners will become aware of the power differentials and power structures which exist in society. One of the underlying principles of the module is that knowledge and exposure to the 'lived experience' of people's situations promotes a richer understanding of complex issues.
<b>Module Aims and Objectives</b>	The module will provide learners with knowledge of equality and diversity issues and will examine empowerment, equality and participation as prerequisites for effective Social Care work.
<b>Minimum Module Learning Outcomes</b>	On successful completion of this module, learners should be able to: <ol style="list-style-type: none"> <li>1. Have gained an ability to examine theories and concepts of equality and equality legislation and become aware of the difficulties and dilemmas associated with the implementation and ratification of legislation. (MIPLO 1, 8)</li> <li>2. Have an awareness of the relationship between stratification and marginalisation and the normative experience of power and privilege. (MIPLO 3, 4).</li> </ol>

	3. Demonstrate critical awareness and critical reflection on own attitudes and values and the impact of same on colleagues and clients. (MIPLO 1, 2)
<b>Information Provided to Learners about the Module</b>	<p>College Prospectus specifies module name, stage and ECTS.</p> <p>College website and programme handbook to contain (in addition to above) short description of module content, module learning outcomes, prerequisite modules, and assessment mechanisms.</p> <p>Module handbook to contain (in addition to above) schedule of classes and topics, detailed assessment information with titles and submission dates, full bibliography and list of learning resources.</p> <p>Diploma Supplement contains module name, code, stage and ECTS.</p>
<b>Module Content, Organisation and Structure</b>	<p>The module will begin by examining the origins and legacy of attitudes and beliefs in relation to responses to 'difference' and 'the other'. It will continue with an examination of the 'normative' experiences of minority excluded groups and will inspect both structural and agency responses to 'difference'.</p> <p>Theories of Equality, Equality Legislation and the nine grounds of discrimination will be studied and scrutinized in relation to the legislative, social and political progress in meeting the needs of groups traditionally discriminated against.</p> <p>Categories of social identity and organisation ('Race', Ethnicity, Gender, Class, Sexual Orientation, Age, Disability, and Religion) will be analysed from a social justice and human rights perspective. Critical analysis of the 'lived experience' of excluded and marginalized individuals and groups should lead to increased awareness and understanding of said groups.</p> <p>Best practice approaches in promoting inclusivity with an emphasis on critical reflection will be fostered throughout the module.</p> <p>The delivery of the module will include drawing on the experience of learners and guest speakers who will be invited to share their experience of marginalization and exclusion.</p>
<b>Module Teaching and Learning Strategy</b>	Small group teaching, facilitation, role-play, presentations of prescribed readings will be used to encourage learners to fully engage with the material. Best practice approaches to inclusion and critical reflection will be strongly emphasized throughout the module with active teaching strategies employed throughout. Learners will be given a platform to voice their own lived experience of living in a diverse society which will be followed by reflection and discussion.
<b>Work-Based Learning and Practice-Placement</b>	N/A
<b>E-Learning</b>	The virtual learning environment (Moodle) will be the platform to disseminate module material to the learners. Moodle will also be used for learners to discuss a topic on the discussion board incorporating peer learning and exchange of knowledge.

<b>Specifications for Module Staffing Requirements</b>	<p>Staffing requirements include guest speakers and workshop facilitators in line with the active teaching approach throughout the module. The module Co-ordinator will draw up a programme of workshops and learning opportunities at the outset.</p> <p>The staff / learner ratio is typical of the overall programme approach with a maximum of 1:120.</p>
<b>Module Summative and Formative Assessment Strategy</b>	<p>The institutional move to semesterisation means that most modules will be 5 ECTS and will be taught and assessed over one semester. When assessing for the programme 'Equality and Diversity' meets four of the Minimum Programme Learning Outcomes (MIPLOs).</p> <p>This module will be assessed by an in-class assignment (Discussion Leader Presentation) and a Reflective Journal.</p> <p>The in-class assignment will have a weighting of 50% (LO 1). The reflective journal will have a weighting of 50%. (LO 2 and 3).</p>
<b>Sample Assessment</b>	<ul style="list-style-type: none"> <li>• Reflective Journal (50%) (2,000-2,500 words) – Gibbs reflective Cycle; Description; Feelings; Evaluation; Analysis; Conclusion; Action Plan.</li> <li>• Discussion Leader and Presentation (50%) – Small groups of learners will be assigned a reading from the lecture course. Having read and reviewed the assigned reading, learners will be asked to make a presentation and prepare discussions questions for the wider group. The objective of the exercise is to go beyond describing and to critique the chosen article.</li> </ul>
<b>Reading Lists and Other Information Resources</b>	<p><b>Essential Reading:</b> Baker, J., Lynch, K., Cantillon, S., and Walsh, J. (2004). <i>Equality from Theory to Action</i>. Basingstoke: Palgrave, Macmillan.</p> <p>Crowley N. et al., (2004). <i>An Ambition for Equality</i>. Dublin: Irish Academic Press.</p> <p>ESRI/TCD. (2006-). <i>Growing Up in Ireland</i>. Dublin: Department of Children and Youth Affairs</p> <p>Fanning, B. (2012). <i>Racism and Social Change in the Republic of Ireland</i>, (2<sup>nd</sup> Edition) Manchester: Manchester University Press.</p> <p>Lynch, K et al., (2009). <i>Affective Equality: Love, care and injustice</i>. Basingstoke: Palgrave, Macmillan.</p> <p>Thompson, N. (2011). <i>Promoting equality: working with diversity and difference</i>. Basingstoke: Palgrave, Macmillan.</p> <p><a href="http://belongto.org/attachments/250_Key_Findings-TheLGBTIrelandreport.pdf">http://belongto.org/attachments/250_Key_Findings-TheLGBTIrelandreport.pdf</a> <a href="https://www.youtube.com/watch?v=7I3MIG1fgI">https://www.youtube.com/watch?v=7I3MIG1fgI</a></p> <p><b>Employment Equality Acts 1998-2015</b></p>

[http://www.ihrec.ie/download/pdf/your\\_employment\\_equality\\_rights\\_explained\\_easy\\_to\\_read\\_version\\_pdf.pdf](http://www.ihrec.ie/download/pdf/your_employment_equality_rights_explained_easy_to_read_version_pdf.pdf)

**Equal Status Acts 2000 – 2011**

[http://www.ihrec.ie/download/pdf/your\\_equal\\_status\\_rights\\_explained\\_easy\\_to\\_read\\_version\\_.pdf](http://www.ihrec.ie/download/pdf/your_equal_status_rights_explained_easy_to_read_version_.pdf)

**Other Reading:**

Lynch, K. (2009). 'Affective Equality: who cares?', *Development*, 52 (3): 410-415.

McIntosh P., White Privilege – Unpacking the Knapsack access via [www.library.wisc.edu/edurc/does/public/pdfs](http://www.library.wisc.edu/edurc/does/public/pdfs)

Zappone, K. (2003). *Rethinking Diversity – The Challenge of Diversity* (access via [www.ihrc.ie](http://www.ihrc.ie))

**Journals**

*Journal of Social Policy; Irish Journal of Applied Social Studies; Irish Journal of Sociology; Journal of European Social Policy; Journal of Ethnic & Migration Studies*

**Essential Viewing:**

<https://www.youtube.com/watch?v=WXayhUzWnI0> - Rory O'Neill/Panti Bliss speech at the Abbey Theatre

[https://www.ted.com/talks/chimamanda\\_ngozi\\_adichie\\_we\\_should\\_all\\_be\\_feminists](https://www.ted.com/talks/chimamanda_ngozi_adichie_we_should_all_be_feminists)

[https://www.ted.com/talks/tiq\\_milan\\_and\\_kim\\_katrin\\_milan\\_a\\_queer\\_vision\\_of\\_love\\_and\\_marriage](https://www.ted.com/talks/tiq_milan_and_kim_katrin_milan_a_queer_vision_of_love_and_marriage)

[https://www.ted.com/talks/jenni\\_chang\\_and\\_lisa\\_dazols\\_this\\_is\\_what\\_lgbt\\_life\\_is\\_like\\_around\\_the\\_world](https://www.ted.com/talks/jenni_chang_and_lisa_dazols_this_is_what_lgbt_life_is_like_around_the_world)

<http://www.irishtimes.com/life-and-style/i-had-to-leave-our-country-because-we-are-rohingya-we-are-muslim-1.2975533>

<http://www.youth.ie/sites/youth.ie/files/NYCI%20Migration%20report%20awv2.pdf>  
:/Equality%20Diversity%20&%20Inclusion/The%20Irish%20Rainbow%20-%20Reflection%20on%20the%20Equality%20Referendum.pdf

[www.equality.ie](http://www.equality.ie) (Equality Authority in Ireland, info on equality issues, including information on equality legislation)

[www.immigrantcouncil.ie](http://www.immigrantcouncil.ie) (Immigrant Council of Ireland)

[www.mrci.ie](http://www.mrci.ie) (Migrant Rights Centre, Ireland)

**Module Physical Resource Requirements**

Lecture hall equipped with internet, projector, round tables and speakers.

