

Equality and Diversity

Section A: Headline Information	
Module title	Equality and Diversity& Sustainable Development
Module NFQ level (only if an NFQ level can be demonstrated)	Level 8
Module number/reference	TBC
Module Co-ordinator	Stephanie McDermott
Parent programme(s)	Higher Certificate in Social, Political and Community Studies; BA in Social, Political and Community Studies; BA (Honours) in Social, Political and Community Studies.
Stage of parent programme	Stage 2
Semester (semester1/semester2 if applicable)	Semester 1
Module credit units(FET/HET/ECTS)	ECTS
Module credit number of units	5 ECTS
List the teaching and learning modes	Lectures, tutorials, seminars, debates, role-play, presentations, workshops, web facilitated learning and discussion board.
Entry requirements (statement of knowledge, skill and competence)	For entry onto Stage 2, successful completion of the preceding stage of the programme or equivalent is required in accordance with College regulations.
Pre-requisite module titles	N/A
Co-requisite module titles	N/A
Is this a capstone module? (Yes or No)	No
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)	Module co-ordinators, lecturers and tutors must have a minimum Level 9 qualification in the relevant discipline or a closely cognate area.
Maximum number of learners per module	25
Duration of the module	1 Semester: 12 weeks

Average (over the duration of the module) of the contact hours per week (see * below)						Average: 2 hours per week. 1 hour lecture = 12 hours 1 hour tutorial/workshop = 12 hours				
Module-specific physical resources and support required per centre (or instance of the module)						Lecture Hall. Round Tables. Internet Access. Web Research Facilities. Space for movement.				
Analysis of required learning effort										
*Effort while in contact with staff										
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					
12	1:5	12	1:5			21	80: Reflective Journal: 60 Discussion Leader and presentation (Q&A): 20			125 hours
Allocation of marks (within the module)										
						Continuous assessment	Supervised project	Proctored practical examination	Proctored written examination	Total
Percentage contribution						100%				100%

Section B: Module Descriptor	
Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall IPLOs	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 peoples' situations promotes a richer understanding of complex issues.
Module Aims and Objectives	The module will provide learners with knowledge of equality and diversity issues and will examine empowerment, equality and participation as prerequisites for effective Community Development work.
Minimum Module Learning Outcomes	<p>On successful completion of this module, learners should be able to:</p> <ol style="list-style-type: none"> 1. Critically analyse the key concepts of sustainable wellbeing and sustainable communities as they relate to professional practice. (MIPLO 1, 3) 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. (MIPLO 3, 4) 3. Demonstrate skills in community profiling and its impact on design and provision of support services at local level. (MIPLO 5, 6) 4. Critically evaluate the relationship between Equality, Diversity and Sustainability within the context of the UN Sustainable Development Goals
Information Provided to Learners about the Module	<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>
Module Content, Organisation and Structure	<ul style="list-style-type: none"> - 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. - Best practice approaches in promoting inclusivity with an emphasis on critical reflection.

	<ul style="list-style-type: none"> - SDGs (Sustainable Development Goals) and global challenges for education: planet, people, peace and partnerships - Global Development Education across contexts and institutions - The Case Study Method - Community Profiling
Module Teaching and Learning Strategy	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.
Work-Based Learning and Practice-Placement	N/A
E-Learning	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.
Specifications for Module Staffing Requirements	<p>One lecturer. Staffing requirements will 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 1:25.</p>
Module Summative and Formative Assessment Strategy	<p>This module will be assessed by in-class assignment (Discussion Leader Presentation) and a Response Paper.</p> <p>The in-class assignment will have a weighting of 50% (MIMLO 1).</p> <p>The response paper will have a weighting of 50%. (MIMLO 2 and 3).</p>
Sample Assessment Materials	<p>This module will be assessed in two parts:</p> <p>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.</p> <p>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.</p>

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

Reading Lists and Other Information Resources

Essential Reading:

Baker, J., Lynch, K., Cantillon, S., and Walsh, J. (2004). *Equality from Theory to Action*. Basingstoke: Palgrave, Macmillan.

Crowley N. et al., (2004). *An Ambition for Equality*. Dublin: Irish Academic Press.

ESRI/TCD. (2006-). *Growing Up in Ireland*. Dublin: Department of Children and Youth Affairs.

Fanning, B. (2012). *Racism and Social Change in the Republic of Ireland*, (2nd Edition) Manchester: Manchester University 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.

http://belongto.org/attachments/250_Key_Findings-TheLGBTIrelandreport.pdf

<https://www.youtube.com/watch?v=7I3MIG1fIgl>

Employment Equality Acts 1998-2015

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

Other Reading:

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

	<p>McIntosh P., White Privilege – Unpacking the Knapsack access via www.library.wisc.edu/edurc/doi/public/pdfs</p> <p>Zappone, K. (2003). <i>Rethinking Diversity – The Challenge of Diversity</i> (access via www.ihrc.ie)</p> <p>Journals</p> <p><i>Journal of Social Policy; Irish Journal of Applied Social Studies; Irish Journal of Sociology; Journal of European Social Policy; Journal of Ethnic & Migration Studies</i></p> <p>Essential Viewing:</p> <p>https://www.youtube.com/watch?v=WXayhUzWnI0 - Rory O’Neill/Panti Bliss speech at the Abbey Theatre</p> <p>https://www.ted.com/talks/chimamanda ngozi adichie we should all be feminists</p> <p>https://www.ted.com/talks/tiq milan and kim katrin milan a queer vision of love and marriage</p> <p>https://www.ted.com/talks/jenni chang and lisa dazols this is what lgbt life is like around the world</p> <p>http://www.irishtimes.com/life-and-style/i-had-to-leave-our-country-because-we-are-rohingya-we-are-muslim-1.2975533</p> <p>http://www.youth.ie/sites/youth.ie/files/NYCI%20Migration%20report%20awv2.pdf</p> <p>:/Equality%20Diversity%20&%20Inclusion/The%20Irish%20Rainbow%20-%20Reflection%20on%20the%20Equality%20Referendum.pdf</p> <p>www.equality.ie (Equality Authority in Ireland, info on equality issues, including information on equality legislation)</p> <p>www.immigrantcouncil.ie (Immigrant Council of Ireland)</p> <p>www.mrci.ie (Migrant Rights Centre, Ireland)</p>
<p>Module Physical Resource Requirements</p>	<p>Lecture hall equipped with internet, projector, round tables and speakers.</p>