

Equality and Diversity

Section A: Headline Information	
Module title	Equality and Diversity
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	On successful completion of this module, learners should be able to: <ul style="list-style-type: none"> 1. 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, 3)

	<p>2. Identify the relationship between stratification and marginalisation and the normative experience of power and privilege. (MIPLO 3, 4)</p> <p>3. Demonstrate critical awareness and critical reflection on own attitudes and values and the impact of same on colleagues and clients. (MIPLO 5, 6)</p>
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.
Module Teaching and Learning Strategy	<p>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.</p>
Work-Based Learning and Practice-Placement	N/A
E-Learning	<p>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.</p>
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 Reflective Journal.</p> <p>The in-class assignment will have a weighting of 50% (MIMLO 1).</p> <p>The reflective journal will have a weighting of 50%. (MIMLO 2 and 3).</p>
Sample Assessment Materials	<p>Reflective Journal (50%) (2,000-2,500) – Gibbs reflective Cycle; Description; Feelings; Evaluation; Analysis; Conclusion; Action Plan.</p> <p>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 discussion questions for the wider group. The objective of the exercise is to go beyond describing and to critique the chosen article.</p>
Reading Lists and Other Information Resources	<p>Essential Reading:</p> <p>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>, (2nd 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>http://belongto.org/attachments/250_Key_Findings-TheLGBTIrelandreport.pdf https://www.youtube.com/watch?v=7I3MIG1fIgl</p> <p>Employment Equality Acts 1998-2015</p> <p>http://www.ihrec.ie/download/pdf/your_employment_equality_rights_explained_easy_to_read_version_pdf.pdf</p> <p>Equal Status Acts 2000 – 2011</p> <p>http://www.ihrec.ie/download/pdf/your_equal_status_rights_explained_easy_to_read_version_.pdf</p> <p>Other Reading:</p> <p>Lynch, K. (2009). ‘Affective Equality: who cares?’, <i>Development</i>, 52 (3): 410-415.</p>

	<p>McIntosh P., White Privilege – Unpacking the Knapsack access via www.library.wisc.edu/edurc/does/public/pdfs</p> <p>Zappone, K. (2003). <i>Rethinking Diversity – The Challenge of Diversity</i> (access via www.ihrc.ie)</p> <p>Journals <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: https://www.youtube.com/watch?v=WXayhUzWnl0 - 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>