

CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Equality and Diversity from a Comparative Perspective				
Module Code	UMPD7Y-15-M		Level	M	Version 1.1
UWE Credit Rating	15	ECTS Credit Rating	7.5	WBL module?	No
Owning Faculty	Business and Law		Field	Human Resource Management	
Department	BBS: Business and Management		Module Type	Project	
Contributes towards	MSc Human Resource Management , MSc Human Resource Management (International)				
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	N/A	
First CAP Approval Date	28 March 2012		Valid from	September 2012	
Revision CAP Approval Date	2 February 2016		Revised with effect from	September 2016	

Review Date	September 2018
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> • Critically examine equality and diversity within a legal, social, economic and human resource management context, within a global labour market and organisation perspective. (Component A) • Theorise multiple intersecting inequalities, such as gender, disability, age, ethnicity and sexual orientation and religious belief, using an intersectional approach. (Component A) • Understand and articulate the shift from a focus on equal opportunities to diversity, including a critical analysis of the the business case for diversity management. (Component A) • Understand the development of policy and practice for tackling discrimination and promoting equality. (Component A) • Critically examine key areas of HRM policy and practice, in relation to employment relations, reward, recruitment, promotion and career development and management, through a 'diversity lens'. (Component A)

	<ul style="list-style-type: none"> • Demonstrate a critical understanding of the theoretical and empirical approaches to equality and diversity, including a critical awareness of the types of research evidence and methodologies deployed in equality and diversity research. (Component A) • Develop a critical understanding of the main theoretical developments and their practical application within the areas of equality and diversity. (Component A) <p>In addition, the educational experience may explore, develop and practice, but not formally discretely assess, the following:</p> <ul style="list-style-type: none"> • Group work; independent learning; informal (non-assessed) group presentations; independent learning
Syllabus Outline	<p>The following topics will be taught from an international perspective, drawing upon a wealth of published academic research and case studies from a range of countries at the UK, EU and international levels:</p> <ul style="list-style-type: none"> • Introduction to the module; theorising equality, diversity and complex multiple inequalities, through an intersectional approach. • The development of policy and practice for tackling discrimination and promoting equality at the level of the State. • Labour markets: a cross-country perspective; theorising employment segregation across the globe. • 'Race' and privilege at work. • Lesbian, gay, bi-sexual and transgendered (LGBT) individuals in the workplace; LGBT support networks in a public sector organisation. • Disability, labour market inequality and HRM. • Reward and inequality in an international context. • Gender and the professions. • Promoting diversity? Gender and management in a global perspective. • Employee development: role models and mentors. • Bringing it all together: revisiting intersectionality and revision.
Contact Hours/Scheduled Hours	<p>Contact time will comprise three hours per week over a twelve-week period, which will include formal lectures, group work and group discussion and feedback.</p>
Teaching and Learning Methods	<p>Teaching for this module comprises formal lectures supported by a range of participative activities, including group presentations, small group activities and case studies. Peer learning will be encouraged through activities designed to enable students to share experiences, especially in relation to the international representation of the group. Critical discussion of the lecture and reading materials will be expected and encouraged. A high level of discussion and participation will be expected from students during taught sessions.</p> <p>Learning comprises scheduled taught sessions (12 x 3 hours), which include the activities described above and independent learning, which includes hours engaged with essential reading, blended learning, case study preparation, assignment preparation and completion. These sessions constitute an average time of 150 hours.</p> <p>Students will be encouraged to use Blackboard to access resources, lecture notes, blended learning and further readings.</p> <p>Students will be directed towards the BBS study skills website: http://www.uwe.ac.uk/bbs/studyskills/index.html as appropriate.</p>

Key Information Sets	Information

Number of credits for this module				15
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
150	36	114	0	150

Written Exam: Unseen written exam, open book written exam, In-class test
Coursework: Written assignment or essay, report, dissertation, portfolio, project
Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam

Total assessment of the module:

0%

100%

0%

100%

Reading Strategy

Students will be presented with a set of key readings in the module outline and pointed towards additional readings during each session. Students will also be advised on how to best resource materials, i.e. via the library catalogues, Blackboard, etc. .

The majority of reading material for this module will be through peer reviewed, academic journals that are available electronically to students. Books will include:

Durbin, S. and Fleetwood, S. (2010) Gender and Inequality in Employment: editors' introduction, *Equality, Diversity and Inclusion*, 29, 3, 221-238.

Kirton and Greene (2010) *The Dynamics of Managing Diversity: a critical approach* (3rd edition). Taylor and Francis.

Ozbilgin, M. and Syed, J. (2010) *Managing Gender Diversity in Asia*. Massachusetts: Edward Elgar.

	<p>Kandola, B. (2009) <i>The Value of Difference: eliminating bias in organisations</i>. Oxford: Pearn Kandola Publishing</p> <p>Klarsfeld, A. (2010) <i>International Handbook on Diversity Management at Work: country perspectives on diversity and equal treatment</i>. Massachusetts: Edward Elgar.</p> <p>Walby, S. (2009) <i>Globalisation and Inequalities: complexity and contested modernities</i>. London: Sage.</p> <p>Wright, T. and Conley, H. (2011) <i>Gower Handbook of Discrimination at Work</i>. Gower.</p>
Indicative Reading List	<p>Further reading</p> <p>Students will be provided with further reading for each taught session and a further reading list will be provided in the module handbook. Where specific texts are required to be read prior to specific lectures, these will be posted on Blackboard, in advance. Students will also be expected to source and read their own reading material for assessed work.</p>

Part 3: Assessment	
Assessment Strategy	<p>Summative assessment consists of one element (Component A) designed to encourage students to apply the theoretical concepts in a more practical context.</p> <p>Component A comprises a 3,000 word written project assignment, requiring students to draw upon key theoretical debates in a practice-based (HRM) context, in a country of their choice, based upon a question chosen from the topics shown in the Syllabus Outline above.</p>

Identify final assessment component and element	Component A	
% weighting between components A and B (Standard modules only)	A:	B:
	100%	
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. 3,000 word written project assignment	100%	
Component B Description of each element	Element weighting (as % of component)	
N/A		

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) Description of each element	Element weighting (as % of component)
1. 3,000 word written assignment	100%
Component B Description of each element	Element weighting (as % of component)
N/A	
If a student is permitted a RETAKE of the module the assessment will be that indicated by the Module Description at the time that retake commences.	