

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
Owning Faculty	Business and Law	Field	HRM		
Contributes towards	MA International Human Resource Management				
UWE Credit Rating	15	ETCS Credit Rating	7.5	Module Type	Standard
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements		
Valid From	September 2012		Valid to		

CAP Approval Date	28/3/12
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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 and B) • Theorise multiple intersecting inequalities, such as gender, disability, age, ethnicity and sexual orientation and religious belief, using an intersectional approach. (Component A and B) • 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 and B) • Understand the causes, consequences and potential elimination of inequality from the perspectives of key stakeholders,including 'diversity champions', diversity advisers and trades union representatives. (Component A and B) • 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 and B) • Demonstrate a critical understanding of the theoretical and empirical approaches to equality and diversity, including a critical awareness of the

	<p>types of research evidence and methodologies deployed in equality and diversity research. (Component A and B)</p> <ul style="list-style-type: none"> Develop a critical understanding of the main theoretical developments and their practical application within the areas of equality and diversity. (Component A and B) <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 shift from equal opportunities to diversity management; the business Vs social justice case for diversity and the use of quotas to achieve equality. Labour markets: a cross-country perspective; theorising employment segregation across the globe. Global perspectives on diversity management and equal treatment at work. The causes of inequality and policies designed to tackle it; the role of human resource management in promoting equality and diversity. The role of diversity 'champions', diversity advisers and trades unions in combating inequality within organisations; resources and constraints. Reward and diversity: what is 'fair' pay and reward? Recruitment and workforce diversity. Promoting diversity? Career development and promotion. Gender and management: a global perspective. Flexible working and work-life-balance. 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>
Reading Strategy	<p>All students are expected and encouraged to make full use of both electronic and printed resources available through the library and Blackboard. These include electronic journals, books, websites, etc. Many of these resources can be accessed remotely.</p> <p>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. .</p> <p>Essential reading</p> <p>The majority of reading material for this module will be through peer reviewed, academic journals that are available electronically to students. Books will include:</p> <p>Davidson, M. J. and Burke, R. J. (2004) <i>Women in Management Worldwide: facts, figures and analysis</i>. UK: Ashgate.</p> <p>Durbin, S. and Fleetwood, S. (2010) Gender and Inequality in Employment: editors' introduction, <i>Equality, Diversity and Inclusion</i>, 29, 3, 221-238.</p> <p>Healy, G., Kirton, G. and Noon, M. (2010) <i>Equality, Inequalities and Diversity: contemporary challenges and strategies</i>. Palgrave Macmillan.</p> <p>Kirton and Greene (2010) <i>The Dynamics of Managing Diversity: a critical approach</i> (3rd edition). Taylor and Francis.</p> <p>Ozbilgin, M. and Syed, J. (2010) <i>Managing Gender Diversity in Asia</i>. Massachusetts: Edward Elgar.</p> <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> <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>
Indicative Reading List	<p>See above.</p>

Part 3: Assessment			
Assessment Strategy	Summative assessment consists of three elements designed to encourage students to apply the theoretical concepts in a more practical context.		
	Component A - The first element (A1) comprises an in class group presentation requiring students to research and make recommendations to address a particular issue in relation to a specific country.		
	A group mark will be awarded.		
	The second element (A2) is an individual, 1000 word, write-up of the presentation findings.		
	Component (B) is an individual written assignment (2,500 words) based upon a question chosen from the topics above.		
Identify final assessment component and element		Component B	
% weighting between components A and B (Standard modules only)		A:	B:
		25%	75%
First Sit			
Component A (controlled conditions) Description of each element		Element weighting (as % of component)	
1.Group presentation		40%	
2.Individual write-up of group presentation (1000 words)		60%	
Component B Description of each element		Element weighting (as % of component)	
1. 2,500 word essay		100%	
Resit (further attendance at taught classes is not required)			
Component A (controlled conditions) Description of each element		Element weighting (as % of component)	
1. Individual presentation		40%	
2. Write-up of presentation (1000 words)		60%	
Component B Description of each element		Element weighting (as % of component)	
1. 2,500 word essay		100%	
If a student is permitted an EXCEPTIONAL RETAKE of the module the assessment will be that indicated by the Module Description at the time that retake commences.			