



***BEMIS AND UNIVERSITY OF STRATHCLYDE  
CAPACITY BUILDING PARTNERSHIP***

***Post Graduate Diploma and Master's Degree:  
Equality and Discrimination (PART TIME).***

As part of BEMIS's (**Black and Ethnic Minorities Infrastructure in Scotland**) strategy on capacity building and Race Equality in Scotland, in support of the Ethnic Minorities Voluntary Sector and Community groups, this training programme is designed to fill a gap that has hindered the development of this sector and the diverse communities it represents.

***GUIDELINES FOR THE PROGRAMME***

The University of Strathclyde Equality and Discrimination Centre, Faculty of Education have formed a "positive action" partnership with the (BEMIS) **Black and Ethnic Minority Infrastructure in Scotland** in which Ethnic Minorities applicants will be supported and funded by BEMIS for the PG Diploma in Equality And Discrimination.

Applications from the wider voluntary sector and others can be accepted in support of their work with EM communities.

**Applications will be available NOW from BEMIS  
for an application form or to register interest**

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This is a national rolling programme designed to provide Training to:

- A) Twelve Activists in 2006 AND
- B) Twelve Activists in 2007

Starting Date: September / October 2006 **Glasgow**

**Commitment:** PART TIME (ONE EVENING PER WEEK).  
Possible WORKSHOPS AT THE WEEKEND FOR ONE DAY FOR EACH MODULE

### **WHO ARE THE POTENTIAL CANDIDATES**

Applications are welcome from the following:

- a) Ethnic minority voluntary sector organisations that would like to nominate a member of their staff or management committee or volunteers.
- b) Other groups working with/in support of EM communities.
- c) Community groups or grassroots organisations, especially from communities that have been excluded or under-represented, that would like to nominate a member of their staff, network or management committee.
- d) Individuals, from the ethnic minority communities, who have been and still are involved with EM groups as volunteers and would like to extend and accredit the skills and knowledge they have. **(Need nomination from an organisation).**

### **COMMITMENTS OF CANDIDATE or NOMINATING BODY**

Organisations / groups, nominating an individual whether he/she is a staff member, from the network or management committee will be required to sign a contract and making a commitment to the following:

- a) Ensure that the candidate attends the training and meet all the requirements by supporting the candidate in completing work base assignments where appropriate.
- b) Provide evidence that they have made use of the training and delivered support services in their area. Candidate will also be supported by BEMIS
- c) Withdrawal from the course before completion will oblige the organisation to reimburse the full costs as incurred by BEMIS.

In the case of nominations from community groups and volunteers, we would be looking for a similar commitment.

Throughout this course BEMIS and Strathclyde University will be conducting an evaluation and monitoring process in order to ensure that the course is running effectively and candidates are able to make full use of their learning. The purpose of this process will be to support the development of future courses and

ensure that they meet the needs of the candidates and the development of their skills.

In addition, on completion of the course candidates will be supported through further training such as “Training for Trainers Programme” – to enhance and develop their training and presentation skills.

### **PROMOTING THE PROGRAMME**

Information on this programme will be distributed throughout Scotland through:

- BEMIS membership and networks
- BEMIS database
- Wider voluntary sector and their networks
- Local authorities
- CVS networks
- Local community connections

**FOR FURTHER INFORMATION, PLEASE REFER TO  
ATTACHED CURRICULUM INFORMATION.**



**THE FOLLOWING PROVIDES DETAILS OF THE COURSE'S STRUCTURE IN GENERAL AS PROVIDED BY STRATHCLYDE UNIVERSITY. HOWEVER, IT IS NOTEWORTHY HERE THAT BEMIS PARTNERSHIP OFFERS THE PGD (PART TIME COURSE) WITH POSSIBLE SUPPORT FOR THE M.A. AFTER COMPLETION OF THE PGD.**

The programme forms a part of the Faculty Modular Master's Scheme (MMS) and comprises 12. Each module has 15 credit points.

The 12 module programme can lead to the 4 module Post Graduate Certificate, [the 8 module Post Graduate Diploma](#) or a 12 module Master's Degree in Equality and Discrimination.

**The 12 Modules are; (Details at the end)**

- 1/2 Ideology, Exploitation, Inequality and Change (double module)**
- 3. Introduction to Research on Inequality and Discrimination**
- 4. Institutional Discrimination and Policy development**
- 5. Patterns of Resistance to Oppression**
- 6. Legal Intervention**
- 7/8. Independent Study/Practical Project (double module)**
- 9/12. Master's Degree thesis (15,000 words - four module equivalent)**

The structure of the programme is in accordance with the Modular Master's scheme of the University of Strathclyde Faculty of Education. The courses aim to serve all professions and NGO's as well as voluntary and community groups, interested individuals and people from both home and overseas.

Applicants from target groups already under-represented in the university in various courses will be particularly welcomed.

The Master's Degree is also transferable to the EdD programme and will be relevant when considering access to an MPhil or a PhD programme.

**A) The Post Graduate Certificate Equality and Discrimination (4 Modules)**

Students will be required to complete;

Module 1/2: Ideology, Inequality, Exploitation and Change which is a required module for the Certificate.

Students may then elect any two module from modules 3 - 6 of this programme OR one of these and one from the Faculty overall Modular Master's Scheme (available on request)

**B) The Post Graduate Diploma (8 Modules), Equality and Discrimination (BEMIS TRAINING OPTION).**

Module 1/2: Ideology, Inequality, Exploitation and Change is a core and required module for the Certificate.

Module 7/8 Independent Study Module: A Practical Project is a core and required module for the Diploma.

Students may elect Modules 3 – 6 of this programme OR any two of Modules 3 - 6 and one other of the student's choice from the Faculty overall Modular Master's Scheme (available on request).

**C) Professional Enquiry and Development (PED): the Master's Degree in Equality and Discrimination**

Core access requirements are;

Normally Completion of the Post Graduate Diploma in equality and Discrimination

Completion of Module 7/8 Independent Study Module: A Developmental Exercise is a core and required module.

Thereafter a 15, 000 words dissertation is required, for which there will be individual supervision.

**Course Coherence**

The core concepts of the programme are embedded within the Modules 1 – 8 and the overall aims and objectives. A detailed description of these is identified within the learning outcomes and course outlines for each module and full details can be found below and at the web site ([www.strath.ac.uk/edc](http://www.strath.ac.uk/edc)). These modules are planned so that, at the appropriate level, coherent and progressive concepts and principles generate and promote a theoretical and practical understanding of the ways in which inequality, discrimination, anti-discrimination and resistance can occur. Superimposed within this structure each module contains considerable evidence for the existence of discrimination and anti-discrimination, responses and analyses of them. Through the assessment structure the course member is encouraged to adopt an action-oriented response. By this we mean at all times to apply the principles and concepts raised through the course to their workplace, professional and personal interests within the field.

**ACCESS TO THE MODULAR MASTERS SCHEME**

The entry requirement is either:

- (i) a first degree or other qualification at equivalent level

**OR**

- (ii) Ability to demonstrate admission via advanced standing and/or approved prior experience and learning

All candidates will be interviewed by the Course Director or that person's delegate and normally at least one other member of the course team as well as representative from BEMIS. The interview will also assess the applicant's writing skills and potential to work in the field.

## Approved Prior Learning

Where candidates fit into the second of the categories (ii) above they will be expected to present an oral case and a written submission supported by relevant documentation in order to support their eligibility. Tutorial support and study materials will be made available in such cases. The written statement will be taken into account when the interview panel considers eligibility. All such submissions will be scrutinised by a person of appropriate standing who is independent of the course team.

## KEY BACKGROUND/CONTEXT

### Rigour drawn from both theory and practice.

There is considerable local, national and international evidence that demonstrates broad patterns of inequality, discrimination, exploitation and domination - resistance to them and demonstrable opposition to change. Major examples seem to arise every day - today it is the fact that a mere 9% or women hold senior/executive management posts in Great Britain. Inequality with regard to class and poverty, globalisation, race, sex, disability, immigration/migration/asylum, homophobia, anti-Semitism, sectarianism and age continue to be highly significant. There is a need for course members to analyse these at structural, cultural, institutional and personal levels and draw patterns together so that they will be able to contemplate and apply theories of justice and fairness in practical contexts.

### A need to know, understand and apply recent changes in the law

Significant changes in legislation against discrimination have been and continue to be introduced. The Human Rights Act 1998 has led to significant changes in the law affecting public bodies. Major amendments to the Race Relations (2000), Sex Discrimination (June 2006) and Disability Discrimination Acts (2005) have recently been introduced. Legislation on sexuality and religion (2003) and forthcoming Age Discrimination legislation (October 2006) are increasingly important in the battle against unfairness, discrimination and inequality. Unifying the various Commissions (to include Human Rights) which is underway in the UK and the development of a "composite" equality laws are key issues for study, and action. There is therefore a need for courses that analyse and examine these developments and indicate the relevance and significance of legislation for individuals, community groups, institutions, employers and employees

### Tools for analysis

The programmes take very seriously the idea that historical and contemporary analysis of the roots, causes, consequences and reactions to oppression, discrimination and domination are central to an understanding of inequalities. The work of contemporary and radical thinkers, writers and activists informs all programmes

## Tools for change

The courses provide;

- a critical examination of structural and institutional responses to discrimination at a practical level - equal opportunities, social justice, social inclusion and exclusion, diversity, multiculturalism, anti-racism, race equality and legislation
- a concentration on practical strategies to counter discriminatory behaviours and procedures in workplaces, communities and professions
- an opportunity through detailed study for course members to examine the issues as they apply in their own institutions or communities,
- a practical introduction to the development of research, monitoring, evaluation and staff development/training techniques as they apply in this field.

## CORE ACADEMIC VALUES IN RELATION TO THE PROGRAMME

Course members will be self-appraising and will be willing within the broad field equality, discrimination, anti-discrimination oppression and social justice to:

- I. **Analyse and evaluate** their own previous knowledge, “common sense”, values, actions, experiences, decision- making processes, problem solving and communication skills
- II. **Describe their own experience** within the inter-relationships between and within various forms of discrimination, anti-discrimination and resistance to oppression at practical and theoretical levels.

## GENERAL AIMS AND OUTCOMES OF THE PROGRAMME

***By supporting members of the ethnic minority voluntary sector in obtaining these essential skills and qualification, it will have several positive effects for the ethnic minority communities and in support of all stakeholders and civic society.***

- Increase the number and quality of skills and understanding on equality and discrimination throughout the ethnic minority voluntary sector through accredited and recognised training, skills and expertise.
- Trainees from the ethnic minorities voluntary sector and communities will have a more in-depth insight to the issues surrounding discrimination and equality issues. This will also give valuable information and knowledge to activists working in the communities.
- BEMIS and trainees representing the diverse ethnic minority communities will be able to work with stakeholders in developing policies ensuring that access to information and services are available to under-represented ethnic minority groups.

The overall aim ***at each level of qualification*** will be to assist course members and where relevant and appropriate the agencies they represent, to develop good practice built on sound theoretical principles from within the field of equality and discrimination and anti-discrimination. This will be through a ***collaborative and***

***shared learning process with tutors, fellow students through self and peer assessment and where relevant, work place colleagues, in which course members will:***

- I. **Be helped to increase and develop** their understanding of relevant concepts and principles and their competence at applying them effectively in workplace, social and community settings;
- II. **Evaluate and assess** the effectiveness of an agency's work in progress;
- III. **Assist** their ability to bring about appropriate change consistent with the principles and concepts within the chosen course;
- IV. **Contribute** positively to an agency's service delivery within the field of enquiry.

## **THE CURRICULUM STRUCTURE: CERTIFICATE, DIPLOMA AND MASTER'S**

***The Post Graduate Certificate, Postgraduate Diploma and MSc.***

***Equality and Discrimination Mixed Mode - full and part-time.***

**Part Time Mode: (24 months):(THIS IS THE OPTION OFFERED BY BEMIS).**

Candidates following this Mode complete the Diploma or Certificate in years one and two. This will involve taught evening sessions, week-ends, course related activities in some Modules in a work situation (or placement where the candidate is not employed), the completion of tasks which incorporate a diagnostic exercise, guided reading, formal summative assessments and the Independent Learning/Practical Project. Formal contact with the Faculty and the course team will extend over 24 months of the course

**Full Time Mode (12 months)**

Post Graduate Certificate, Post Graduate Diploma (12 months), Master of Science, (9 months).

Course members join the Part-time course and the Guided Reading, Distance Learning, Assessment and related course work tasks will be completed during full-time study.

## **BRIEF DISCRPTION OF MODULES**

**MODULES 1 & 2: IDEOLOGY, INEQUALITY, EXPLOITATION AND CHANGE**

There is a long history of social analysis which insists that the phenomena of oppression, exclusion, marginalization, exploitation and discrimination cannot be analysed adequately without an understanding of the ways in which ideology in many different forms serves to structure, obscure, justify and reproduce significant aspects of relations between different social groups. Especially is this so of the "hidden" ideology embedded in established practices and relationships of which language itself is one of the most fundamental. Ideology also finds expression in "common sense" presumptions about normality, naturalness, and deviancy which often pass



unchallenged. It is further implicated in the way in which perceptions are conditioned by history and shaped by powerful institutions such as the media and education.

Oppressed and marginalised groups have increasingly recognised the critical role to be played by revealing, analysing, contesting and supplanting the many faces of ideology which serve to obscure a lack of social justice from much of the rest of society.

### **MODULE 3: METHODS OF PROFESSIONAL ENQUIRY: INTRODUCTION TO RESEARCH IN EQUALITY AND DISCRIMINATION**

Institutions are increasingly required to demonstrate a commitment to issues of equity and justice under the law and are held accountable to those they serve. There is a developing climate in which the British government and Scottish Executive stress a need for a coherent approach to social justice, equality and discrimination and social inclusion.

In such climate research knowledge and experience are critical in assisting those working in this field to organise, systematise, account for and modify their decision-making activities. A broad knowledge of the related research can also be of considerable assistance to the individual within an organisation who is required to justify, support and implement change. However, research can be inaccessible because underlying assumptions, language used and techniques involved are unfamiliar to those working in discrete fields. Also, and more so than in other fields of research, there are particular sensitivities and difficulties relating to those who do the research in terms of the constituents they represent. Thus a high level of sophistication in reading and understanding research is essential. It is also necessary that a critical perspective is taken since research methodology itself can and does institutionalise discrimination.

### **MODULE 4: PRINCIPLES AND PATTERNS OF RESISTANCE**

Discrimination experienced by various sections of society has been well researched and documented. The ideologies and forms of oppression that create and maintain these discriminations are diverse, dynamic and sophisticated. They produce beliefs and attitudes as well as "knowledge" which have gained credence as "common sense", "taken for granted" truths. When considering resistances to oppression therefore there is a need to make direct connections with the work on ideology developed in Module 1, Ideology, Inequality and Exploitation.

The experiences of members of oppressed groups who have been subject to such "common sense" ideologies have led to a plurality of resistance.

### **MODULE 5: INSTITUTIONAL DISCRIMINATION: POLICY AND PROVISION**

There exists a considerable body of theoretical and practical knowledge in respect of the development of efficient management practices in large-scale organisations and institutions. In recent years with regard to equity and discrimination there has been a particular emphasis on "efficiency" and accountability as well as assessing within corporate images and policies the needs of employees, clients and "customers". Emphasis is also placed on quality assurance, best value and indicators of performance. Organisations are increasingly required by government to identify and produce specific policies that will take account of the various forms of workplace discrimination and harassment. Increasingly the law requires this to be the case.

There is now a positive duty to consult around equity issues and for them to be mainstreamed across all organisations

Many of those who are discriminated against either as individuals or as groups argue that policy-makers have merely learned the language of discrimination at a macro organisational level without identifying the appropriate knowledge, skills, attitudes and practices required in the workplace. This latter position implies that they will be increasingly required to pay more attention to developmental and staged models of changing “cultures” of discrimination” throughout an organisation. This implies that sensitive and rigorous attention to communication systems, target setting, impact assessment, management efficiency, competency in leadership, diagnosis and assessment, and monitoring will all need to focus on effective and anti-discriminatory practice.

Conceptually there are significant overlaps and inter-relationships between issues of policy development, institutional processes, procedures and forces that the literature has identified as having potential for covert and/or institutionalised discrimination. It seems logical therefore for a course of this nature to focus particularly on the way these processes may operate, institutional discrimination may occur and ways in which it can be eliminated.

### **MODULE 6: LEGAL INTERVENTION AND DISCRIMINATION**

The law is invariably seen as providing a mechanism whereby disputes are resolved or rights and interests established and protected. Perceptions of legal institutions reflect a variety of needs and these often lead to a limited understanding of the purposes and scope of the law as it applies to issues of justice, equality and discrimination. An increasing number of people and groups have become more aware of their rights under the existing laws. As policies proliferate and bite deeper into discriminatory practices more people are going to law and institutions are pressed to ensure that they are able to show that they have procedures in place that will properly protect the interest of their clients/customers, employees and themselves.

Accordingly the legal establishment, its function and the role of the law, particularly in respect of Employment Tribunals will be increasingly explored and tested, not least as new legislation is introduced and that already existing is modified. More so is all this the case at this time as action is being taken by government to merge the Disability, Equal Opportunity and Race Equality Commissions and the Scottish Executive proposes a Human Rights Commission.

There is therefore a need for students on such a course to possess that level of knowledge and understanding of the law and the way it operates which would allow them to properly understand central dimensions of discriminatory law and effectively advise employers and employees of their rights and responsibilities.

### **MODULES 7 and or 8: INDEPENDENT LEARNING: A PRACTICAL PROJECT**

Institutions including government are increasingly taking seriously the processes through which they can assure quality, determine “best practice” and monitor the ways in which they can combat discrimination and deliver fairness at work or in relevant settings.

***There is a need for students to freely elect an area of activity related to their choice of programme*** and demonstrate how they are able to apply this to practical action and independent study.

A holistic, analytical, flexible and practical approach to this work is necessary in order to provide maximum benefit for individual students and where appropriate, their employers. Such work should assist employers and employees or those in other settings to further understand the nature of equality, discrimination and fairness at work (and/or other selected contexts) and assist in the implementation and development of appropriate change. Such a course should be in a strong position contributed to a national agenda where concepts of equality, anti-discrimination, inclusion, exclusion, cohesion and social justice are seen to be important.

Thus, there is a need for individual students to show that they are able to engage in a process of bringing about appropriate change in specified settings according to critical criteria, principles and concepts that evolve from the course as a whole.

### **MODULES 9-12: PROFESSIONAL ENQUIRY AND DEVELOPMENT: THE MASTER OF SCIENCE DEGREE**

The Introduction to Research Module for the Diploma set out to "equip course members with the range of relevant approaches and techniques in research methods and methodologies in the field".

There is a need to substantially develop and refine this introductory programme because;

- a. of the requirement to produce a Master's dissertation;
- b. those holding the degree should be able to conduct independent research for their own or their employer's purposes.
- c. a need to provide a postgraduate qualification consistent with the University's standards at Master's Degree level

These are even more important given that institutions are increasingly required to demonstrate a commitment to issues of equity and justice under the law and are held accountable to those they serve. In such climate research knowledge and experience are critical in assisting those working in this field to organise, systematise, account for and modify their decision-making activities. A detailed knowledge of the related research is essential to the individual within an organisation who is required to justify, support and implement change. A high level of sophistication in reading and understanding research is essential. At this advanced level, given the developing understanding of the manner in which institutional discrimination operates, it is also necessary that a critical perspective is taken since research itself can and does itself institutionalise discrimination.