

Higher National Unit Specification

General information for centres

Unit title: Supporting and Promoting Diversity

Unit code: F13N 36

Unit purpose: This Unit is designed to enable candidates to develop the skills and knowledge required to work effectively in Scotland's Colleges by having an understanding of current legislation, codes of practice and college policies, plans and procedures and their role in implementing them. It will also enable them to develop the skills and knowledge required to promote diversity and inclusiveness, to promote equality and to take action to challenge prejudice and discrimination.

This Unit can only be offered in a centre recognised as suitable by the Further Education Professional Development Forum.

On completion of the Unit the candidate should be able to:

- 1 Demonstrate a critical understanding of college policies, plans and procedures in promoting equality.
- 2 Identify and analyse own attitudes, values, beliefs and behaviour and assess their impact on challenging discrimination and promoting equality of opportunity.
- 3 Support learners and staff effectively in challenging discrimination and promoting equality of opportunity.

Credit points and level: 1 HN Credit at SCQF level 9: (8 SCQF credit points at SCQF level 9*)

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

Recommended prior knowledge and skills: Access to this Unit is at the discretion of the centre. However, candidates would normally be expected to have competence in communication skills at SCQF level 6 or similar qualifications and some knowledge and experience of working in a College.

Core Skills: There are opportunities to develop the Core Skills of Problem Solving, Communication and Working with Others at SCQF level 6 in this Unit, although there is no automatic certification of Core Skills or Core Skills components.

Context for delivery: If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

General information for centres (cont)

This is a mandatory Unit in PDA Inclusiveness: Promoting Equality and Diversity: SCQF level 9 and it is recommended that it should be taught and assessed within this framework. Delivery of this Unit can be integrated with the Unit, Creating and Managing an Inclusive Learning Environment. The principal context will be the college environment.

Assessment: This Unit will be assessed by written/oral and performance evidence in the form of a report of about 2500 words, supported by examples of work practice, professional discussion or presentation. There must be arrangements in place to ensure the authenticity of the work produced.

Higher National Unit specification: statement of standards

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The sections of the Unit stating the Outcomes, knowledge and/or skills, and Evidence Requirements are mandatory.

The Unit will be assessed holistically by combining Outcomes 1, 2 and 3 for assessment purposes. Evidence Requirements and assessment guidelines for the Unit appear after Outcome 3.

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the knowledge and/or skills section must be taught and available for assessment. Candidates should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

Outcome 1

Demonstrate a critical understanding of college policies, plans and procedures in promoting equality

Knowledge and/or skills

- ◆ European directives and national legislation
- ◆ Statutory codes of practice
- ◆ College policies, plans and procedures
- ◆ Good practice guidelines
- ◆ Concept of inclusiveness
- ◆ Characteristics of inclusiveness
- ◆ Concept of accessibility
- ◆ Ways of promoting inclusion and diversity
- ◆ Models of disability
- ◆ Definition of disabilities, (complex) additional support needs and discrimination
- ◆ Disclosure including confidentiality, sensitivity and respect
- ◆ Impact of physical environment on individuals
- ◆ Reasonable adjustment
- ◆ Patterns and causes of immigration, migration and settlement, nationally and locally
- ◆ Individual and institutional racism
- ◆ Ways of promoting equality in relation to race
- ◆ Impact of racism, discrimination and lack of cultural awareness
- ◆ SWOT analysis
- ◆ Action planning

Outcome 2

Identify and analyse own attitudes, values, beliefs and behaviour and assess their impact on challenging discrimination and promoting equality of opportunity.

Higher National Unit specification: statement of standards (cont)

Unit title: Supporting and Promoting Diversity

Knowledge and/or skills

- ◆ Different sets of values, belief systems, world-views, attitudes and behaviours
- ◆ Forms of direct and indirect discrimination on the grounds of racial or ethnic origin, religion or belief, disability, age, sexual orientation and gender
- ◆ The risks and causes of direct and indirect discrimination
- ◆ Strategies for recognising, resisting and challenging prejudice and discrimination
- ◆ Impact assessment
- ◆ Reflective practice

Outcome 3

Support learners and staff effectively in challenging discrimination and promoting equality of opportunity

Knowledge and/or skills

- ◆ Ways of promoting openness, trust and respect
- ◆ Terminology relating to racism and disability
- ◆ Strategies for recognising, resisting and challenging discrimination
- ◆ Positive role models

Evidence Requirements

Candidates will provide written/oral evidence covering the knowledge and skills section in which they explain the purpose and significance of current legislation and codes of practice as they relate to the role of college staff.

Candidates will provide performance evidence of being able to

- (a) Critically reflect on the effectiveness of college policies, plans and procedures in promoting equality by carrying out an organisational analysis and draw up recommendations for action and a personal action plan with timescales and targets.
- (b) Review and evaluate their own work practice to
 - ◆ identify the extent to which they have challenged prejudice and discrimination and/or promoted equality of opportunity
 - ◆ demonstrate that they have supported learners or staff in challenging discrimination and/or promoting equality of opportunity

The written/oral and performance evidence should be in the form of a report of about 2500 words, excluding appendices, or the equivalent derived from a professional discussion or oral presentation. Candidates should include examples of work practice detailing how they have responded to at least 2 situations where they have challenged prejudice and discrimination, on different grounds, and/or promoted equality of opportunity and at least one example of supporting learners or staff.

Reference should be made to relevant legislation and college policies and procedures. Bibliographical references to relevant reading should be compiled using the Harvard system of referencing.

Higher National Unit specification: statement of standards (cont)

Unit title: Supporting and Promoting Diversity

Assessment guidelines

It is recommended that the report should include reference to the location and size of the organisation, staffing, the student population and subjects on offer. It may also include details of staff training, evidence of 'Whole College' approach and links with external agencies. The organisational analysis may take the form of a SWOT analysis and be included as an appendix to the report. The length of report should be within $\pm 10\%$ of 2500 words.

The 'Professional Standards for Continuing Professional Development (CPD)', published by the Scottish Executive in June 2006, relate to discrimination on the grounds of disability and racial or ethnic origin, <http://www.fepdfscotland.co.uk/professionalstandards.htm>. Candidates may also choose to provide evidence of discrimination on the grounds of religion or belief, age, sexual orientation or gender.

The candidate should keep a log book/diary to facilitate professional critical reflection.

Administrative Information

Unit code: F13N 36
Unit title: Supporting and Promoting Diversity
Superclass category: GA
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History of Changes:

Version	Description of change	Date

Source: SQA

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Higher National Unit specification: support notes

Unit title: Supporting and Promoting Diversity

This part of the Unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

Guidance on the content and context for this Unit

The content of this Unit is based on the 'Professional Standards for Continuing Professional Development (CPD)', published by the Scottish Executive in June 2006, specifically the Standards for 'Promoting Learning & Equality for People with Disabilities' and 'Promoting Good Relations between People of Different Racial and Ethnic Groups'
<http://www.fepdfscotland.co.uk/professionalstandards.htm>.

It is designed to enable candidates to develop the skills and knowledge required to work effectively in Scotland's Colleges by having an understanding of current legislation, codes of practice and college policies, plans and procedures and their role in implementing them. It will also enable them to develop the skills and knowledge required to promote diversity and inclusiveness, to promote equality and to take action to challenge prejudice and discrimination.

The principal context will be the college environment. The candidate should have access to a workplace where evidence to meet the Outcomes can be generated. For those undertaking the Group Award integration with the delivery and assessment of Creating and Managing an Inclusive Learning Environment is recommended.

The following list of topics gives a suggested content for a taught programme. The list is neither prescriptive nor exhaustive and should be used as a guide only.

Outcome 1

1. European directives and national legislation, for example those included in the section 'Guidance on the delivery and assessment of this Unit'
2. key agency codes of practice and good practice guidelines, applicable to educational institutions from specialist advisory bodies, for example those included in the section 'Guidance on the delivery and assessment of this Unit'
 - ◆ models of disability: social, medical
 - ◆ definitions: disabilities; (complex) additional support needs; direct, indirect, individual, multiple and institutional discrimination
 - ◆ mainstreaming
 - ◆ alternative assessment arrangements; formats; inclusive curriculum and materials; representations
 - ◆ responsibilities: individual; organisation
 - ◆ promotion: publicity and representation of options; recruitment strategies; selection and induction processes; access and choice; information and guidance; learner support strategies and arrangements; assessment arrangements; assistive technologies, aids, accommodations and adaptations
 - ◆ impact of racism, discrimination and lack of cultural awareness on: curriculum; learning and teaching; assessment; guidance and support practices; access, progress and welfare of staff: HR policies and procedures; career review; staff development and appraisal; management practices

Higher National Unit specification: support notes (cont)

Unit title: Supporting and Promoting Diversity

- ◆ impact on access, progress and welfare of learners of: admissions; guidance and support; curriculum; attainment and progression rates; assessment arrangements; staff recruitment and profile of staff complement; catering services; promotional material; partnership links; practice in recording and responding to racist incidents
- ◆ impact of physical environment on individuals: classrooms, workshops, libraries and study areas, restaurants/other service areas, toilets; recreational spaces

Outcome 2

- ◆ attitudes: stereotypes; generalisation; prejudice; assumptions; labelling; identities (own and others); self-image; expectations; openness; empathy
- ◆ behaviours: forms of discrimination; inclusive and exclusive language and practice; dependency; patronising behaviours; promotion of independence; empowerment; consultation; anticipatory practice; responsiveness; willingness to change
- ◆ impact: participation; engagement; performance; retention; satisfaction; achievement; progression; post-course destination
- ◆ discrimination: direct and indirect; physical and emotional, personal and institutional; bias, prejudice, stereotyping
- ◆ culture, values, beliefs, and attitudes of self, individuals and groups; inclusiveness, diversity, accessibility
- ◆ responsibilities of and towards self, victims, perpetrators, own organisation, external bodies, and monitoring agencies in reporting harassment or discrimination
- ◆ impact: participation; engagement; performance; retention; satisfaction; achievement; progression; post-course destination
- ◆ impact assessment, including consideration of alternative actions to minimise negative impact/prevent unlawful discrimination

Outcome 3

- ◆ negotiation; conciliation; empathy; disciplinary processes; consultation; facilitation of perpetrator/victim dialogue; mediation; assertiveness; mentoring; debate
- ◆ positive role models; mentors; positive and active imagery
- ◆ language: technical; pejorative terms
- ◆ challenge: modelling; intervention; advocacy; mentoring; advice; negotiation; conciliation; consultation; mediation; facilitation; disciplinary procedures
- ◆ action plan: enhancements; corrective action
- ◆ consequences of failure to act
- ◆ proactivity

Guidance on the delivery and assessment of this Unit

Delivery of this Unit is largely about facilitating candidates through the process of understanding current legislation, codes of practice and college policies, plans and procedures in promoting equality and their role in implementing them, helping them to analyse and reflect on their own practice and take advantage of opportunities to produce and gather suitable evidence. The underpinning knowledge for Outcome 1 could be delivered at the outset of the Unit, after which candidates could carry out their analysis and make proposals for action.

Higher National Unit specification: support notes (cont)

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The following list of references relating to legislation is relevant at the time of publication. It is not intended as an exhaustive list.

- 1 The Disability Discrimination Act 1995 (as amended by the Special Educational Needs and Disability Act 2001) <http://www.opsi.gov.uk/acts/acts2001/20010010.htm>
- 2 The Education (Additional Support for Learning Act) (Scotland) 2004 and its Code of Practice <http://www.scotland.gov.uk/publications/2004/06/19516/39190>
- 3 The Race Relations Act 1976 (Statutory Duties) (Scotland) Amendment Order 2003 http://www.cre.gov.uk/duty/pa_specific_fehe.html
- 4 Disability Equality Duty http://drc.org.uk/employers_and_service_provider/disability_equality_duty/further_and_higher_education.aspx
- 5 Gender Equality Duty Scotland (April 2007) <http://www.eoc.org.uk/default.aspx?page=18302>

The following documentation relating to key agency codes of practice and good practice guidelines, applicable to educational institutions from specialist advisory bodies, is available at the time of publication. It is not intended as an exhaustive list.

1. Evaluating Inclusiveness — A Guide for Further Education Colleges, published by HMIE (May 2006),
Note: contains the framework for evaluating the inclusiveness of college provision, and outlines the key components of an inclusive college.
<http://www.hmie.gov.uk/documents/publication/evalincl.html>
2. Unlocking Opportunity (2006) — a Review of Scotland's Colleges
<http://www.scotland.gov.uk/Publications/2006/10/02110410/0>
3. Addressing Equality Legislation in Colleges and Universities:
A Good Practice Guide. Circular: SFC/07/06
Note: The Summary of Legislative Responsibilities, comprehensively maps the six equalities strands to the eleven aspects of college operation and activity.
<http://www.sfc.ac.uk/library/06854fc203db2fbd000001099b285eac>
4. The public sector duty: a joint position paper from the three equality commissions, (Race Equality Duty, a Disability Equality Duty, and a Gender Equality Duty)
http://www.cre.gov.uk/scotland/public_policy.html
5. Equality and Diversity in Adult and Community Learning
NIACE/ LSDA 2002
http://www.qualityacl.org.uk/quality/docs/equal_d.pdf
6. Partnership Matters: A Guide to Local Authorities, NHS Boards and Voluntary Organisations on Supporting Students with Additional Needs in Further Education.
Scottish Executive, Dec 2004
<http://www.scotland.gov.uk/Publications/2005/01/20504/49607>
7. Beyond Prejudice Inclusive Learning in Practice
NIACE/ LSDA / LSC — 2005
<https://www.lsneducation.org.uk/user/order.aspx?code=041756&src=xoweb>
8. Guidance for Colleges and other post-16 providers.....
Inclusive Risk Assessment
LDSA 2005
<http://www.lsa.org.uk/dda/files/pubs/inclusiveRiskAssessment041005.pdf>

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9. Connect 'Different Faiths –Shared Values'
Inter Faith Network for the UK. 2004
<http://www.interfaith.org.uk/publications/connect-web.pdf>
10. Improving the Life Chances of Disabled People
Departments of/ for Work and Pensions/ Health/ Education and Skills; and the Office of the Deputy Prime Minister 2005
http://www.strategy.gov.uk/downloads/work_areas/disability/disability_report/pdf/disability.pdf
11. Guidelines for Creating an Accessible Environment
Scottish Disability Team 2002
http://www.sdt.ac.uk/acc_environment.asp
12. Jobs for the Girls and the Boys
Equal Opportunities Commission 2004
http://www.eoc.org.uk/PDF/jobs_for_girls_and_for_boys_report.pdf
13. Equality Challenge Unit for HE: Guidance publications
<http://www.ecu.ac.uk/publications/guidancepublications/>
14. Beattie Committee Report: Implementing Inclusiveness; Realising Potential
<http://www.scotland.gov.uk/library2/doc04/bere-00.htm>
15. Identifying Learning and Support needs: a digest of assessment tools (Beattie Implementing Inclusiveness)
RNIB Accessibility Criteria
http://www.rnib.org.uk/xpedio/groups/public/documents/publicWebsite/public_seeitright.hcsp

Candidates should generate evidence of achievement from the workplace. Oral questioning, written/documentary evidence supported by examples of work practice and professional discussion would be appropriate methods of assessment for this Unit. The candidate should also keep a well-evidenced reflective diary describing his/her performance for Outcomes 2 and 3. This form of record would need to be substantiated by an authorised source. Candidates should have several opportunities to prepare for the summative assessment.

Opportunities for developing Core Skills

Core skills will be naturally developed to an advanced level in keeping with the standards for the Unit. All elements of the Core Skill of Problem Solving, that is, planning and organising, critical thinking and reviewing and evaluating, will be significantly extended as the Unit is undertaken. Candidates have to examine in depth the impact and effectiveness of college policies, plans and procedures in promoting equality, before making recommendations for action and a personal action plan with timescales and targets. An analysis of all factors impacting on achievement for learners will be undertaken prior to the identification of solutions tailored to identified learner needs and organisational requirements, within available resources and timescales. Accessing techniques and strategies which allow on-going review and adjustment will be integral to achievement.

Candidates must provide evidence of a personal review and evaluation of their own work practice and the extent to which it challenges prejudice and discrimination on the grounds of disability. They should be encouraged to identify specific criteria to measure achievement.

Complex reference, policy and legislative documents have to be accessed and evaluated with reference to organisational, legislative and learner needs and obligations, which will allow candidates to refine reading skills. Information should be analysed reflectively, in depth and in detail to allow considered conclusions on which to base recommendations. Assessment reports produced should be

Higher National Unit specification: support notes (cont)

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presented to a professional standard, be technically and factually accurate and use a formal structure and Harvard reference system.

There are many opportunities to explore ways of further enhancing skills in co-operative working and oral communication. Evidence of offering encouragement, demonstrating, explaining and adapting behaviour to maximise the strengths of all involved in the learning process will be integral to the role of supporting staff and learners. Candidates could be expected to find ways to demonstrate or describe an empathic understanding of the social, physical, emotional and cultural needs of learners. Many techniques and approaches should be considered in order to promote and progress equality and diversity within the constraints of organisational and legal considerations.

Open learning

This Unit would be suited to open, distance and online learning if it was conducted in conditions where arrangements have been put in place to assure the authenticity of the candidate's work: assessments could, for example, be verified by a professional person who can confirm that the candidate's work practice is authentic. Arrangements should be made by the centre to ensure that the evidence for all Outcomes is generated by assessing candidates as indicated in the Assessment guidelines for the Unit. For further information and advice please refer to the SQA document *Assessment and Quality Assurance for Open and Distance Learning* which is available on SQA's website: www.sqa.org.uk.

Candidates with disabilities and/or additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative Outcomes for Units. For information on these, please refer to the SQA document *Guidance on Alternative Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs*, which is available on SQA's website: www.sqa.org.uk.

General information for candidates

Unit title: Supporting and Promoting Diversity

What this Unit is about:

This Unit is about the knowledge and skills you need to work effectively in a college by having an understanding of current legislation, codes of practice and college policies, plans and procedures. It will also enable you to develop the skills and knowledge required to promote diversity and inclusiveness, to promote equality and to take action to challenge prejudice and discrimination.

What you will learn:

- ◆ The relationship between current legislation and codes of practice and your individual role.
- ◆ To critically reflect on the effectiveness of college policies, plans and procedures in promoting equality.
- ◆ To identify and analyse your own attitudes, values, beliefs and behaviour through reviewing and evaluating your own work practice.
- ◆ Strategies to challenge prejudice and discrimination on the grounds of racial or ethnic origin, religion or belief, disability, age, sexual orientation and gender.
- ◆ Ways of promoting equality and good relations between staff and all learners.
- ◆ Ways of supporting learners and staff in challenging discrimination and promoting equality.

On completion of the Units you will be able to:

- ◆ Demonstrate a critical understanding of college policies, plans and procedures in promoting equality.
- ◆ Identify and analyse own attitudes, values, beliefs and behaviour and assess their impact on challenging discrimination and promoting equality.
- ◆ Support learners and staff effectively in challenging discrimination and promoting equality.