



Higher National Unit Specification

General information

Unit title: Children's Rights: Equality, Diversity and Inclusion
(SCQF level 9)

Unit code: FD70 36

Superclass: PN

Publication date: March 2019

Source: Scottish Qualifications Authority

Version: 03

Unit purpose

This unit has been designed to allow learners to develop their understanding of contemporary ideas and research into equality, diversity and inclusion as it relates to children and young people.

Outcomes

On successful completion of the unit the learner will be able to:

- 1 Develop knowledge and understanding of contemporary ideas and research on Children's Rights and evaluate the impact they can have on children and childhood.
- 2 Investigate current legislation, policy and ideology on children's rights and critically analyse the impact that they have on children's rights.
- 3 Critically Analyse and Evaluate different perspectives on diversity and inclusion and the possible impact they have on the child and childhood.
- 4 Investigate and critically analyse approaches to anti-discriminatory practice and participation.

Credit points and level

2 Higher National Unit credits at SCQF level 9: (16 SCQF credit points at SCQF level 9)

Higher National Unit Specification: General information (cont)

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Recommended entry to the unit

Learners should already have qualifications that meet the requirements of the Scottish Social Service Council for practitioner (SCQF level 7) and have relevant qualifications at (SCQF level 8).

Learners should be working at lead practitioner or manager level within services for children and young people.

Learners should have well-developed communication and interpersonal skills and be able to demonstrate the ability to think analytically and reflectively.

Core Skills

There are opportunities to develop the Core Skills of *Communication*, *Working with Others* and *Problem Solving* in this unit, although there is no automatic certification of Core Skills or Core Skills components.

Learners who use the Internet to conduct research will also have opportunities to develop skills in *Information and Communication Technology (ICT)* and *Numeracy* depending on the variety of data gathered and how the data is presented.

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.

This unit is a mandatory unit within the group award Childhood Practice: SCQF level 9 qualification.

Equality and inclusion

This unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

Higher National Unit Specification: Statement of standards

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Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

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. Learners 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

Develop knowledge and understanding of contemporary ideas and research on Children's Rights and evaluate the impact they can have on children and childhood.

Knowledge and/or skills

- ◆ Social and educational issues of a diverse population
- ◆ Aspects of diversity — attitudes, beliefs, background, personal experience knowledge and skills

Outcome 2

Investigate current legislation, policy and ideology on children's rights and critically analyse the impact that they have on children's rights.

Knowledge and/or skills

- ◆ Understand the current legislation, policy and ideology investigated
- ◆ Demonstrate the impact of ideologies, and policies have on children's rights

Outcome 3

Critically Analyse and Evaluate different perspectives on diversity and inclusion and the possible impact they have on the child and childhood.

Knowledge and/or skills

How the following perspectives can affect diversity and inclusion:

- ◆ Disability
- ◆ Race and culture
- ◆ Sexuality and gender
- ◆ Mental Health
- ◆ Social inclusion
- ◆ English as an additional language
- ◆ Immigration and Community Integration
- ◆ The impact on the child and childhood
- ◆ Rural Isolation

Higher National Unit Specification: Statement of standards (cont)

Unit title: Children's Rights: Equality, Diversity and Inclusion
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Outcome 4

Investigate and critically analyse approaches to anti-discriminatory practice and participation.

Knowledge and/or skills

- ◆ Anti-discrimination and participation best practices for promoting good relations
- ◆ Approaches which encompasses short and long-term strategies to recognise discriminatory practices

Evidence requirements for this unit

Learners will need to provide evidence to demonstrate their knowledge and/or skills across all outcomes by showing that they can:

Outcome 1

- ◆ investigate and understand the impact of aspects of diversity can have on children and childhood
- ◆ research and evaluate the impact social and educational issues of our diverse population can have on children and childhood

Outcome 2

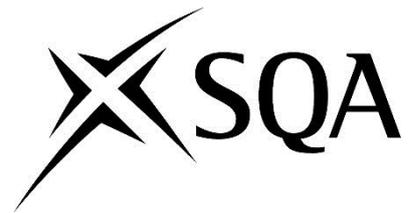
- ◆ research and investigate current legislation, ideology, policies and understand their purpose
- ◆ critically analyse the impact they all have on children's rights and childhood

Outcome 3

- ◆ critically analyse different perspectives on diversity and inclusion
- ◆ evaluate the possible impact they have on children and childhood

Outcome 4

- ◆ identification of best practices for promoting good relationships
- ◆ identified and understand short and long-term approaches to anti-discrimination practice and participation
- ◆ critically analyse both short and long-term approaches for anti-discriminatory practice and participation



Higher National Unit Support Notes

Unit title: Children's Rights: Equality, Diversity and Inclusion
(SCQF level 9)

Unit support notes are offered as guidance and are not mandatory.

While the exact time allocated to this unit is at the discretion of the centre, the notional design length is 80 hours.

Guidance on the content and context for this unit

This unit is a mandatory unit for the Childhood Practice and is the underpinning knowledge for the unit: *Childhood Practice: Developing a Right's Based Approach to Service Delivery*.

It is designed to allow learners to identify, research, investigate and critically analyse information gathered which will give them a better insight and increase their knowledge that will have an impact on the way that organisations provide and organise their services and will also have an impact on the way the learners approach their practice.

Outcome 1

Scottish society is multicultural and growing more diverse. The learner should develop their knowledge and understanding of contemporary ideas of social and educational issues of the diverse population and the aspects of diversity that can have an effect on children and childhood.

In order to develop their knowledge and understanding of these issues learners should be directed to examine:

- ◆ Social Class differences and attitudes
- ◆ Social changes of family life, family values, attitudes and childhood
- ◆ Education — Curriculum for Excellence; Respect for all — Valuing diversity and challenging racism through the curriculum, Pre-birth to Three, supporting our youngest children, Getting It Right for Every Child (GIRFEC), etc
- ◆ Statutory Equality Commissions
- ◆ Race Relations (Amendment) Act 2000 — Education Authorities statutory duty to promote race equality
- ◆ The Children and Young People (Scotland) Act 2014
- ◆ Scottish Social Services Council: The Standard for Childhood Practice Revised 2015 and the Codes of Practice for Social Service Workers and Employers (revised 2016)

By having an understanding of how these social and educational issues can have on children and childhood, the learner can evaluate the impact they have on children and childhood.

Higher National Unit Support Notes (cont)

Unit title: Children's Rights: Equality, Diversity and Inclusion
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Outcome 2

Learners should recognise that legislation, policies and ideology are important to children's rights and that by researching and analysing their findings will understand the implications for their practice and future practice within children's services.

Learners should investigate current legislation and policies and ideologies put in place by the government and how they are impacting on children's rights. Learners should be directed to some of the issues but also learners should be carrying out self-directed research. Learners should have the opportunity to consider the political and financial climate on the legislation, policies and ideology surrounding the rights of children.

- ◆ Political issues — equal opportunities legislation, parental leave, child protection legislation
- ◆ Legislative framework and the impact on the daily lives of its citizens
- ◆ Protection of Children (Scotland) Act (2003) and the National Guidance for Child Protection in Scotland (2014)
- ◆ The role of the Children and Young People's Commissioner Scotland
- ◆ The Assessment of ministerial duties in relation to the United Nations Convention of the Rights of the Child (UNCRC) and Child Rights and Welfare Impact Assessment (CRWIA)

Outcome 3

The issue of diversity and inclusion must be explored in some depth and should focus on the rights of all children. Each identified perspective must be analysed and evaluate the possible impact they have on the child and childhood.

Each perspective identified has to be examined and should highlight both positive and negative aspects promoting an awareness of how cultural values, beliefs and practice can influence how these can affect the rights of the child and childhood. This should reflect the learners' own other cultures.

A historical insight into our connections with a wide range of ethnic groups and racial groups and cultures could give an understanding of the present day perspective.

Learners can research into the various pieces of legislation that are in place to promote equality and reduce discrimination, eg:

- ◆ The United Kingdom government mandate to 'build a safe, just and tolerant society for everyone in the UK, regardless of their race, religion, gender, gender identity, sexual orientation, disability or age'
- ◆ English as an additional language should be researched under Scottish Law/Local Authorities
- ◆ Children and Young People (Scotland) Act 2014, including kinship care, additional support for looked-after children and young people, etc.

Higher National Unit Support Notes (cont)

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Learners need to be aware of and work to overcoming any barriers to inclusion:

- ◆ Inclusion involves a focus on ensuring that everyone has the opportunity to be engaged and involved
- ◆ Inclusion is building on promoting equal opportunities and therefore anti-discriminatory practice. It means working flexibly, operating practices and systems that take into account what each individual can offer and what each individual needs. Inclusion is an attempt to put into action values concerned with equality, participation, and respect for diversity, community, rights, compassion and sustainability

These include:

- ◆ The Education (Additional Support for Learning) (Scotland) Act 2004 Amended 2009
- ◆ United Nations Convention of the Rights of the Child (1991)
- ◆ National Care Standards (2005)
- ◆ Promoting Race Equality — Making it Happen
- ◆ Equality Act (2014)
- ◆ Curriculum for Excellence
- ◆ Getting It Right for Every Child

Outcome 4

The emphasis of this outcome is to enable the learners to identify approaches, both short and long-term strategies to recognise discriminatory practices and identify and analyse best practices for promoting good relations.

Learners must have an awareness of some of the causes of discrimination:

- ◆ racist attitudes
- ◆ prejudice and discrimination
- ◆ knowledge of medical Model of Disability and exclusion

Models of Disability

The **Social Model of Disability** views discrimination and prejudice as being routed in the barriers of attitude, environment and organisation of society. The focus of work is therefore on who the child is, not on the disability. Attention is put on his/her likes and dislikes and on supporting him/her to live as full and active life as possible.

The **Medical Model of Disability** views disabled children and young people as being in some way deficient. In the medical model attention is focused on 'impairments' that the child has and tries to 'fix' them.

Social inequalities are present in all societies in one form or another, influencing every aspect of people's lives and attitudes. This is because society is made up of individuals who hold a spectrum of values, beliefs and opinions. Some of these are based on prejudice and discrimination.

Higher National Unit Support Notes (cont)

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Prejudice can be defined as unfavourable opinion or feeling formed beforehand without knowledge, thought or reason; discrimination can be defined as treating a person less favourably than others in the same or similar circumstances.

The aim of all the legislation that we have looked at in this unit is to promote equal opportunity for all, regardless of age, sex, disability, race, religion or any other difference. The legislation should have an impact on the way organisations provide and organise services and on the way practitioners approach their practice. However, while legislation is important, because it protects people, the one thing it cannot do is change people's attitudes.

Learners will explore best practices that promote anti-discriminatory and participation by reflecting on their own practices and those of other establishments. On reflection of their practices and others they should analyse their effectiveness, making sound judgements and change practice if required.

Guidance on approaches to delivery of this unit

Learners should have knowledge of the content of this outcome from related studies at SCQF level 8.

It is anticipated that the unit will entail some class or group based delivery at the beginning of the unit where there may be a need for sessions on research methodologies and strategies, consideration of principal theories, legislation, frameworks and policies within the context of childhood practice and opportunities to discuss the development of services for children and young people.

Input may be required on referencing approaches, eg Harvard. It may be useful if learners were to meet with library staff to gain a full understanding of the various supports available to the research process. Delivery should also include individual tutorials to provide support to the learner, discuss work and ensure authenticity.

This unit is designed to enhance and challenge learner's prior knowledge giving them a deeper understanding of equality, diversity and inclusion as it relates to children and young people today. It is important that they understand the changing views, the research, analysing legislation, policy and ideology on children's rights how this can be linked to practice and to the theoretical underpinnings.

Through this unit the learners will understand the progression in the thinking of children's rights and how it has an impact on the child and childhood. It will also have an impact on their own professional development in the way they deliver their rights based service.

Higher National Unit Support Notes (cont)

Unit title: Children's Rights: Equality, Diversity and Inclusion
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Guidance on approaches to assessment of this unit

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

The assessment for this unit should be undertaken in an integrated and cohesive manner and will be assessed holistically.

All four outcomes are assessed by the learners producing a comparative essay of 3,000 words which demonstrates their ability to critically analyse, evaluate, contrast and compare contemporary ideas of social and educational issues, current legislations, policies and ideology that relates to Equality, Diversity and Inclusion. All these issues should be related to children and young people and the impact on Children's Rights and Childhood.

Assessment guidelines

Holistically all four outcomes are assessed by the learners producing a comparative essay of 3,000 words.

The learners will critically analyse and evaluate information from one perspective of children's rights, for example, education; poverty; gender, etc and how this relates to their own professional practice. Through researching the contemporary ideas of social and educational issues of our diverse population, how the current legislations, policies and ideology that relates to Equality, Diversity and Inclusion relates to children and young people. They will compare their findings and come to conclusions discussing how they can impact on Children's Rights. They will further critically analyse and evaluate perspectives on diversity and inclusion and how they can influence the child and childhood.

Finally, the learners must identify and compare approaches, both short and long-term strategies to recognise discriminatory practices and identify, discuss and analyse best practices within their own service and others.

The assessment will be completed in the learner's own time, with arrangements in place to ensure the authenticity of work produced. Information gathered while on Workplace Practice must have authorisation from the person in charge of the service.

Higher National Unit Support Notes (cont)

Unit title: Children's Rights: Equality, Diversity and Inclusion
(SCQF level 9)

General information for centres

This unit is the theoretical underpinning to the unit: *Childhood Practice: Developing a Right's Based Approach to Service Delivery*.

In order to achieve this unit, learners are required to present sufficient depth of evidence that they have met all the knowledge and skill requirements for each outcome. Details of these requirements are given for each outcome.

Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the evidence requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at www.sqa.org.uk/e-assessment.

Opportunities for developing Core and other essential skills

There are opportunities to develop the Core Skills of *Communication*, *Working with Others* and *Problem Solving* in this unit, although there is no automatic certification of Core Skills or Core Skills components.

Learners who use the Internet to conduct research will also have opportunities to develop skills in *Information and Communication Technology (ICT)* and *Numeracy* depending on the variety of data gathered and the form in which the data is presented.

History of changes to unit

Version	Description of change	Date
03	Minor revisions to the support notes. Unit updated into new template and formatted in line with latest house style.	26/03/19
02	Revised due to legislation and regulation changes within Industry. Also clarification of assessment for centres	28/09/17

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General information for learners

Unit title: Children's Rights: Equality, Diversity and Inclusion
(SCQF level 9)

This section will help you decide whether this is the unit for you by explaining what the unit is about, what you should know or be able to do before you start, what you will need to do during the unit and opportunities for further learning and employment.

This is a mandatory unit within the PDA Childhood Practice level 9 and carries 16 credits.

It is the theoretical underpinning to the unit: *Childhood Practice: Developing a Rights' Based Approach to Service Delivery*.

The unit is aimed at learners who are working at lead practitioner or manager level within a care service for children and young people.

This unit has been designed to enable you to further develop your knowledge and understanding regarding *Children's Rights: Equality, Diversity and Inclusion*.

The unit consists of four outcomes. These are:

- 1 Develop knowledge and understanding of contemporary ideas and research on Children's Rights and evaluate the impact they can have on children and childhood.
- 2 Investigate current legislation, policy and ideology on children's rights and critically analyse the impact that they have on children's rights.
- 3 Critically Analyse and Evaluate different perspectives on diversity and inclusion and the possible impact they have on the child and childhood.
- 4 Investigate and critically analyse approaches to anti-discriminatory practice and participation.

In the course of the unit, you will research, examine and critically analyse the legislation in place at present. You will research and analyse the perspectives on diversity and inclusion that may have an impact on children and young people in your care and staff under your supervision. By investigating and critically analysing different approaches to anti-discrimination that can have an impact on the way organisations provide and organise services and also in the way you approach your practice

The assessment for this unit should be undertaken in an integrated and cohesive manner and will be assessed holistically.

All four outcomes are assessed through a comparative essay of 3,000 words, which demonstrates your ability to critically analyse, evaluate, contrast and compare contemporary ideas of social and educational issues, current legislations, policies, and ideology that relates to Equality, Diversity and Inclusion. All these issues should be related to children and young people and the impact on Children's Rights and Childhood.